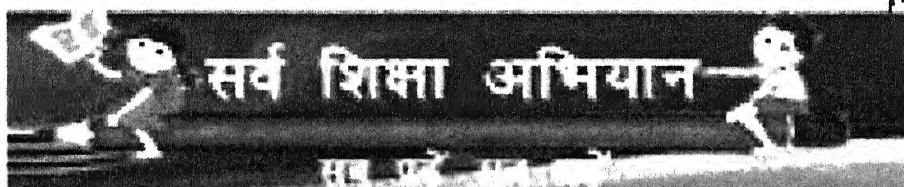
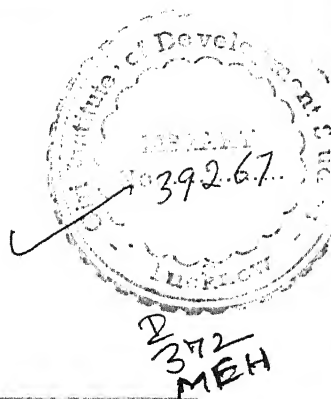


**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- AMBEDKAR NAGAR
UTTAR PRADESH**



Submitted to the
Ministry of Human Resource Development, New Delhi

By
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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the Giri Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

In this context the Giri Institute of Development Studies has conducted the monitoring and evaluation of SSA programme in the district of Ambedkar Nagar, Uttar Pradesh. The Institute is thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The State Project Officer, Uttar Pradesh under the leadership of Shri Deepak Trivedi, IAS (SPD) is undertaking the implementation of SSA program at the State level. The Institute is immensely grateful to him for providing all support for the monitoring and evaluation of this program. Shri B.D. Sharma, Additional Director, Office of the State Project Director has provided all necessary support to in conducting the study. Dr. S.S. Sirohi, Senior Professional, State Project Director, Lucknow has been kind enough to extend all necessary support in conducting the study. We thank to all of them.

Personally, I express my deep sense of gratitude to Prof. A.K.Singh for providing me a great opportunity to undertake this study, which have been of my great interest since long period. I am sincerely thankful to Dr. Fahimuddin Dr. B.K. Bajpai and Dr R.C.Tyagi for providing valuable support and suggestions in different stages of the completion of the study. The timely completion of the study was the result of a fine team work displayed by all those associated with the project. Mr. K.S. Deoli, Miss Farzana Begum, Mr. Awdhesh Kumar, Mr. Deep Chandra Arya and Miss Parul Dixit undertook the collection and analysis of data. Mr. Manoharan K. and Geeta Bisht handled the word processing of report. Mr. R.S. Bisht provided the secretarial assistant in maintaining the records of the project. I am grateful to all these colleagues for their valuable assistance.

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EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA program is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

Broadly the following programmes were to be covered under the SSA.

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

SAMPLE DESIGN:

There were 1172 primary and 321 upper primary schools, 16 EGS, 17 AIE, 3 NRBC, 11 Maktab/Madarsa, 86 cluster model schools for NPEGEL and 3 Kasturba Gandhi Balika Vidyalaya functioning in the district.

A random sampling method was adopted in the selection of primary and upper primary schools for undertaking a detailed study. The sample primary and upper primary schools were drawn from 4 blocks and 1 urban area of the district. The total size of sample consisted of 77 primary and 31 upper primary schools. In addition 5 cluster model schools for NPEGEL, 2 Madarsas, 2 EGS, 2 AIE, 1 NRBC and 1 KGBV were also covered in the sample. The details of sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

MAIN FINDINGS AND SUGGESTIONS

Based on the secondary data collected from the BSA office and the primary data obtained among the sample formal primary and upper primary schools and different informal educational centers the main findings of the study are as follows,

- The district has been achieving significant progress in increasing literacy among both men and women. The literacy rates of both men and women were noted remarkably higher in the district as compared to the State average.
- There were a total number of 1172 primary schools and 321 upper primary schools in the district till March 2007. In addition, 40 primary and 93 upper primary schools were sanctioned during the current financial year but none of the sanctioned primary and upper primary school were opened till October 2007.
- There was an alarming gap of over 21 percent in the number of sanctioned and appointed different categories of teachers at primary schools. Even it was as higher as over 41 percent in case of assistant teachers, followed by 12 percent for head masters and 6 percent for Shiksha Mitra. All the vacant positions of teachers should be filled very soon so as to maintain the teaching work in schools.
- A significant proportion of the sanctioned posts of both head masters and assistant masters were still lying vacant in upper primary schools. Only 80 percent of the sanctioned positions, 83 percent assistant masters and 71 percent head masters were filled so far. Initiatives should be carried out to appoint the different category of teachers on priority basis so that imparting of learning to students can be assured.
- Both, the head masters as well as assistant masters of both primary and upper primary school level were appointed on regular basis. A total of 40 head masters of primary and 93 head masters and 186 assistant masters of upper primary schools were appointed during the current financial year. Excepting the case of Shiksha Mitra the other positions of teachers were appointed at DPO/Basic level while the Shiksha Mitra were appointed at VEC level.
- A very small numbers of targeted teachers of primary schools were provided the training of remedial teaching of EMIS at the DIET. In fact none of the targeted Shiksha Mitra were imparted any training so far. However all the 224 targeted upper primary teachers had availed the training of EMIS and computer learning.
- There should be no delay in identification of teachers for providing required subjects of in service training. The training for different subjects concerned should be organized for targeted teachers and Shiksha Mitra as soon as possible, especially during the period of holidays.

- A remarkable progress has been achieved in organizing the teachers' orientation training in the district. All the targeted 22 primary teachers and 2284 Shiksha Mitra had been provided the orientation training.
- So far no initiatives have been undertaken for organizing refresher's training for Primary school Teachers. However there was a target of providing refresher training to 224 upper primary school teachers which has already been achieved. The identification of teachers for imparting the refresher training should be done at the beginning of new session every year in which maximum teachers should be covered.
- A total number of 4785 primary teachers and 1242 upper primary teachers were identified eligible for TLM grant for the year 2007-08. However 89 percent eligible teachers, consisting 92.73 percent primary school teachers and 74.64 percent upper primary school teachers had received TLM grant so far. A total of Rs.26.82 lakh were released by the BSA Office in the VECs account. It was Rs.22.19 lakh for primary and Rs.4.64 lakh for upper primary school teachers. The uncovered eligible teachers for TLM grants should be facilitated without any delay.
- The distribution of free text-books among the children of both primary and upper primary was undertaken during the months of July and September. The proportion of children who received free text-books from the SSA grant were fairly higher than those received from State Govt. Funds. A very large numbers of children were not provided free text-books so far. Timely distribution of free text books to the students be ensured and all the enrolled children in both primary and upper primary schools be facilitated from the supply of text- books
- Significantly a very high proportion of over 99 percent school going age group of children were enrolled together in primary and upper primary schools in the district. However the gross enrolment rates of girls were still lagging behind to boys in both the school going age groups. There was a scope to maximize overall enrolments of both boys and girls but largely girls in both primary and upper primary schools. Initiatives should also be taken up to achieve maximum retention rates of children in the schools, especially at upper primary school level
- During the current financial year the sanction was made for the construction of 40 primary and 93 upper primary school buildings and additional classrooms in 515 primary schools. However the construction work could be initiated for 36 primary and 76 upper primary school buildings and 465 additional classrooms in primary schools till October 2007. Construction of additional class rooms in existing primary schools was also started very late in the month of October 2007 thus the construction work in these schools was in progress. Disputes occurred in the land allocated for construction of school buildings and changes made in the site of identified

school sites were reported as the main reasons behind not initiating the construction work of school buildings so far. It may be suggested that there should be no delay in both allocation of funds for construction of new school building and spot verification of proposed new schools from the part of school administration. In this context the involvement of public representatives, especially MPs and MLAs should be minimized. As their involvement in matter related to identification of the site/ location for new schools and their representation in the advisory committees has been unnecessarily delaying the progress of construction. Only the BSA Office should be made accountable for the timely construction of new school buildings and additional class rooms in existing schools.

- A total of 42 EGS and 25AIE centers were sanctioned till March 2007. In addition, 42 EGS and 31 AIE were also sanctioned during the present financial year. Presently, 33 EGS/AIE centers were functioning in the district while during the last year their number was 57. There was a target to get enrolled 1224 identified children in different EGE/AIE Centers during the present financial year. But nearly 72 percent of targeted children were enrolled till date. Among the enrolled children the proportion of backward communities was highest at over 45 percent and it was lowest at 8.74 percent for minorities. The enrolments of girls were lagging behind to boys. A greater initiatives are required to maximize the enrolments of identified targeted children with ensuring the participation of parents and VEC to achieve this goal.
- There were 1172 primary and 331 upper primary schools eligible for grants in the district. But the school grant could be released to 1168 primary schools and 289 upper primary schools till October 2007. The approved grant has been duly released in the VEC account for both primary and upper primary schools on October 25, 2007. The BSA Office has not made any centralized purchases. The centralized purchase for schools should be made by the BSA Office from the school grants
- There were 61 Education Volunteers engaged with 33 EGS/AIE centers in the district. All the 61 EVs were imparted the foundation training for the duration of one month at their entry during the last year. Again, there is a program to organize a 15 days re-orientation training at the DIET during March 2008.
- Mainstreaming was mainly done in Govt schools during each of the academic years. A total of 129 children were mainstreamed upto October 2007. During the last academic year of 2006-07, a total of 220 children were mainstreamed.
- There were the sanction of 9 BRC and 110 NPRC centers till March, 2007 and all the sanctioned BRC and NPRC were opened. During the present financial year the numbers of sanctioned and opened BRC and NPRC centers were same as were during last year. There was

a sanction of one coordinator and one assistant coordinator for each BRC and one coordinator for each NPRC in the district. In fact their actual numbers were well in position in both BRC and NPRC.

- A target of 86 model schools clusters was fixed for the current financial year but 81 of them were made functional so far in the district. A very high proportion of 73 percent and 94 percent model schools were noted lacking the facility of toilet and electricity respectively. In fact the drinking water facility was not available in any cluster schools. The full amount of targeted fund of Rs.172 lakh. has been released for these model schools. The backlog of opening the model schools should immediately be completed. Construction of additional room in almost the model school cluster should be ensured immediately. The facility of dinking water and electricity should be made access to each of the model school clusters.
- Out of the 3 KGBV sanctioned for the district only 2 of them were functioning at the DIET. The site and land for construction of two KGBVs buildings has been identified but the construction work was not initiated yet. Because the local builders were not ready to carry the construction of building on the sanctioned grant of Rs. 20 lakh per building. Initiatives should be undertaken for providing the elementary educational facilities to girls through making the sanctioned KGBVs functional in less accessible areas with minimizing the political intervention in this context as has been reported it is undergoing. The construction of building for sanctioned numbers of KGBVs should be started immediately and all the sanctioned KGBVs should be made functional. Proper verification of the construction site of the buildings of KGBVs should be ensured.
- The EMIS/DISE have well maintained the different educational statistics in the district. All the sanctioned positions for SSA programme were filled. However there was the inadequacy of some staff, especially of support staff and computer operator at the SSA office. From the view' point of efficiently functioning and achieving successful outcome of the implementation of SSA programme a strong administrative set up would be necessary. Therefore it is necessary to sanction some more positions for different levels for SSA programme.
- A very high proportion of over 72 percent schools, 82 primary and 45 upper primary schools were established 10 years ago. In fact the construction of building of a fairly highest proportion of both primary and upper primary schools took place during ten years ago. A lowest proportion of 18 percent upper primary schools as against none of the primary schools were established 2 years ago. But there were only 14 percent upper primary schools which building construction was took place during 2 years ago. Over and above the findings reflect that the larger extent of delay practices being extended in construction of school buildings

have been resulting the backlog in construction of school buildings. There should be no delay in the construction of school buildings. The backlog of the construction of school buildings should be completed

- A majority of over 23 percent primary schools and 27 percent upper primary schools had the availability of 4 classrooms and 5 classrooms respectively. There were 5 percent primary and 9 percent upper primary schools having more than 10 classrooms but none of the primary school as against 5 percent upper primary schools had one classroom. A majority of primary schools had more than 5 classrooms but the availability of above 5 classrooms in primary school seems to be underutilized in most of the schools. Over 40 percent of the upper primary schools had the availability of above 4 classrooms but more than this numbers of classrooms are not being utilized fully. There should be the provision of providing at least 5 classrooms in primary schools and 4 classrooms in upper primary schools. Inequality in making the availability of classrooms among the school should be minimized.
- A very small proportion of 22 percent primary and 32 percent upper primary schools were covered by boundary walls. The playground was available in 43 percent primary and 64 percent upper primary schools while the sports items were provided to 67 percent primary and 82 percent upper primary schools. But these were being used in only 57 percent primary and 77 percent upper primary schools. Only a small proportion of schools were lacking the facility of varandah, in fact 8 percent primary and 5 percent upper primary schools had the facility of two varandah. The provision should be to cover all the schools by the boundary wall for security reasons. The facility of blackboard and mats/furniture is well access in a significant proportion of both the categories of schools. The facility of playground should be ensured on priority basis and the sports items should be provided to both the categories of schools
- All the upper primary and primary schools were provided with the drinking water facility. Among them, merely 2.53 percent primary schools and 18.18 percent upper primary schools were provided the facility of drinking water through the SSA funds. The contribution of Swajaldhara scheme in providing such facility was in favor of nearly 18.98 percent primary schools and 9.09 percent upper primary schools. Such facility in remaining schools was provided through funds generated from different Government programs.
- The problem of proper ventilation in the classrooms was reported in a very marginal proportion of 13.63 percent upper primary schools which need immediate intervention. The school atmosphere was rated quite significant in a overwhelming majority of 94 percent primary and 91 percent upper primary schools. Also the proper space for sitting of children in classrooms was available in about 94 percent primary and 87 percent in upper primary

schools. Surprisingly only the children of 5 percent primary as against 32 percent upper primary schools were provided the health related facility during the last 6 months. The provision of providing health care facility to the children should be ensured. Emerging Ventilation problem in the classrooms of primary schools need proper attention. The condition of only 11.39 percent building of primary and 13.63 percent upper primary schools was found in bad shape. Necessary initiatives should be taken for improving the condition of these school buildings.

- The condition of only 11.39 percent primary and 13.63 percent upper primary schools was found in bad shape. Cracking of roof, plaster on the walls and damage of flooring were noted against the bad condition of school buildings. The poor quality of material used in the construction and a long age of construction of school building might be the other important concern of the emerging cracks on the roofs, floors and walls of buildings. The emerging poor condition of school buildings should be taken care off. In the future a proper verification of materials as used in construction of school building should be done.
- A fairly significant difference was found emerging in number of sanctioned teachers and presently working teachers, especially in case of assistant teachers in primary schools. The proportion of presently working teachers to total number of sanctioned teachers accounted only 77.26 percent, even it was only as low at 62 percent for assistant teachers. Number of working teachers per primary school was only 4.86 as against the sanctioned numbers of around 6.29 teachers. A more striking features were that in spite of a very low number of teachers presently appointed in the primary schools the rate of absenteeism among them accounted very high at over 17 percent, even it was as higher at over 21 percent among assistant teachers and 18 percent among Shiksha Mitra, though it was nearly 5 percent among Head Masters. A highest proportion of 42.42 percent teachers, largely head masters and assistant teachers were absent with prior permitted leave from the schools and a large number of 48 percent Shiksha Mitra were absent without giving any reason. The vacant positions of teachers should be filled as soon as possible to avoid the suspension of teaching / closer of schools as being held in many schools. Proper mechanism should be initiated for checking the presence of teachers so as to minimize the rates of absenteeism among them. Surprise visits should be made by the Inspector of schools to ensure the presence of teachers in schools.
- In case of upper primary schools it was indicated that the position of a very large proportion of 50 percent teachers, consisting 5 percent Head Masters and 59 percent Assistant Masters were vacant. The absenteeism was found only in case of assistant teachers at 20 percent while none of the Head Masters was absent on day of the visit of the research team in the sample schools.

A overwhelming majority of 71 percent teachers were absent without giving any reason of their absent from the school while 12 percent teachers were habitual absentees. The absenteeism of teachers should be minimized through making a provision of surprise monitoring of the schools by the inspector of schools. The vacant position of teachers should be filled immediately.

- It was reported that nearly 45 percent teachers, 53 percent primary and 16 percent upper primary teachers availed the different subjects of training. Among them a very large proportion of 72 percent primary and 77 percent upper primary teachers availed the training of teaching learning. Only 16 percent upper primary and 28 percent primary teachers received the training of computer and EMIS respectively. The venue of training had been mainly at BRC for 79 percent teachers and DIET for 7 percent teachers. The trainers were also mainly from BRC and DIET. The training for a majority of primary teachers was organized for 1 to 3 days and 4 to 15 days for upper primary teachers. Almost all the teachers of both primary and upper primary were satisfied with training inputs. It may be recommended that the focus of training should center around to teach practical aspects rather than to concentrate only on theoretical aspects. There should be no delay in submitting the list of eligible teachers for different types of training to the DIET from the part of BSA Office. The training modules should be updated frequently. Maximum numbers of teachers should be covered in each subject of training. Looking the paucity of the number of teaching staff available in schools the training should mainly be organized during holidays so that the school may remain open and teaching work do not suffer.
- Among the children enrolled till September 2007 the proportions of girls were relatively higher than the boys in both primary and upper primary schools. A very high proportion of about 36 percent students each in upper primary schools and primary schools were found absent in the schools on the day of the visit of research team in sample schools. The proportion of absentee students was again higher among boys as compared to girls in both primary and upper primary schools. There were 67 primary and 15 upper primary schools wherein the present of students was rated to be low. The VECs should be committed to maximize the retention rates of children and to maintain the regularity of teachers in attending classes in schools. In this context ensuring the presence of teachers in the schools will certainly prove an important initiative.
- The absenteeism of children was found in 67 primary schools and 15 upper primary schools. Among primary school children, a highest proportion of 37 percent children remained absent due to their participation in agricultural activities while a highest proportion of 33 percent

children of upper primary school children were absent due to their participation in local fair and markets. Looking after the young sisters/brothers and animals were noted restricting the presence of the children of a very high proportion of 40 percent upper primary schools. Other important reasons of absenteeism of children have been such as their participation in local festivals and social ceremonies, discrimination of school facilities and lack of education among the parents. The emerging problem of unprecedented increasing absenteeism of children can be minimized through involving VECs and Teachers in holding the parents meeting against it.

- The contribution of schools in improving the attendance of students was reported in favor of 87.34 percent primary and 86.36 percent upper primary schools. The contribution of VEC's in this context was reported in 77 percent primary and 64 percent upper primary schools. The PTAs were reported making a little effort as compared to VECs and schools themselves, as the PT's initiatives in this regard was noted in case of 43 percent primary and 45 percent upper primary schools. The VEC's and PTA's should contribute an active role in motivating the parents to make best possible efforts to send their wards in school so as to improve the retention rate of children.
- Achievement level of a very low proportion of 29 percent students was rated A grade in English writing and the proportion of students who achieved same grade in Maths and Hindi writing was also not significant at 25 percent and 18 percent respectively. However a very large proportion of students achieved D grade in Hindi reading (35 percent), Hindi reading (30 percent), English reading (30 percent) and Maths (28 percent). A significant proportion of 27 percent and 22 percent students also achieved E grade in English reading and Hindi writing respectively. Achievement level among students can be further improved through regularization of teaching work which is possible if all the vacant positions of teachers are to be filled and the attendance of teachers in schools is ensured
- The behavior of a high majority of 71 percent students, consisting 76 percent primary and 55 percent upper primary schools students was quite satisfactory with their teachers. In fact another 19 percent primary and 36 percent upper primary students were maintaining good behavior with their teachers. Only 6 percent students, 5 percent students of primary and 9 percent students of upper primary schools were maintaining bad behavior with their teachers.
- In 47 percent primary and 32 upper primary schools the enrolments of students were not undertaken as per prescribed norms of age. Average numbers of enrolled students with more or less age per school were 8.62 percent and 3.19 percent respectively in primary schools while the proportion of such students in upper primary schools was 3 percent. The left-out

rates among boys were fairly higher than among girls in both primary and upper primary schools. The percentage of left-out students was 1.50 percent in primary schools and 1.30 percent in upper primary schools. A very high proportion of 88.81 percent primary schools as against 63.53 percent upper primary left-out students were studying in other schools. The net left-out students were 11 among primary and 36 percent among upper primary school students. Among them the proportion of girls was leading to boys in both the level of education. Reduction in incidence of left-out and retention of students can be better achieved through bringing awareness among parents by both teachers and VEC members

- The total number of children identified for special needs were 209; among them 173 children were in primary and 36 children were upper primary school going age group. Among them the proportion of boys was fairly much larger than the girls in both primary and upper primary school going age groups. Out of these identified disabled children, 66 per cent children in primary and 89 per cent in upper primary schools were enrolled. In fact this proportion of enrolled disabled children among girls was significantly higher than the cases of boys in both primary and upper primary schools. A highest proportion of 56 percent children were disabled by legs and another 43 percent were by hearing speaking etc. The aids and appliances were not found distributed among the disabled children in any schools. The provision of providing these both aids and appliances to each enrolled disabled children should be ensured.
- Irrespective of delay in supply of books in 18 percent schools, consisting 19 percent primary and 14 percent upper primary schools, all the enrolled children in both primary and upper primary schools were provided free text books. The distribution of free text- books was carried out timely in a large proportion of 82 percent schools, 81 percent primary and 86 percent upper primary schools. Delay in supply of textbooks from BSA Office was reported by a majority of both primary and upper primary schools.
- The mid-day meal programme was being implemented in all the primary schools. The menu was written in the walls in all the schools but the food was being supplied to students according to menu in 70 percent schools. However the green vegetables were hardly being supplied in a very high proportion of schools. A significant proportion of 89 percent students were happy with the quality of food being supplied to them. Untimely supply of food items by Pradhans and inaccessibility to market were the main reasons behind not cooking food according to menu. Availability of inadequate quantity and low quality of food supplied to the children were the other reasons over the dissatisfaction of children with mid-day meal programme. A good numbers of students were reported to had taken food on the day of our visit in schools

- There was a domination of backward castes among the cooks engaged in MDM Programme. The cooks were paid their salary regularly in only 75 percent schools at the average of Rs.665 per month. The facility of kitchen for cooking of food was available in 92 percent schools while all the schools had access to drinking water facility. The food items were generally stored at the residence of Pradhans in most cases while the registers of MDM were well maintained in 95 percent schools. The SSA funds were largely used for purchasing utensils while a significant numbers of children were bringing utensils from their home.
- A large numbers of students were aware of washing their hand before and after taking meals and take meal in organized way. Nearly in half the schools the students were also aware of keeping water for cleaning utensils and were not practicing differences in eating food together on the basis of caste, gender etc. Inspection of MDM was generally regularly done daily mainly by school teachers. Involvement of VEC and parents in MDM should be maximized.
- The cooperation of VECs in generation of funds/items was generally very bad in cases of a large numbers of 87.34 percent sample schools. In fact the contribution of VECs and parents in undertaking the supervision of MDM was found satisfactory in 35 percent schools while it was rated bad in 44 percent schools. The involvement of VECs and parents should be maximize in the implementation of MDM programme.
- The representation of different castes /communities and sex in the VEC's formed for both primary and upper primary schools was well according to their population. The VECs formed for both primary and upper primary schools were represented by one third of women members. Among the total members the proportion of B.C. was highest at 45percent and it was lowest at 7 percent for minority population.
- The VEC's meetings were regularly organized in a significant numbers of both primary and upper primary schools. Average numbers of meeting held in a month during last 6 months were 2.78 in upper and 2.72 in primary schools. There was a list of 248 agenda matters of 242 VECs meetings held during last six months. Recruitment of Shiksha Mitra, cultural program, utilization of funds, children enrollment, formation of VECs etc. have been the main agenda matters of VECs meetings. The participation in VECs meeting was very poor in case of SC members than the members of other castes. Also the participation of women members was only 35 percent, though it was relatively better in the VECs of primary schools than the VECs of upper primary schools. The VECs training was organized in cases of only 6.33 percent primary schools during this financial year, which was rated good in 60 percent schools.
- There was a large gap between the amount of grant received per school and its utilization in different heads, especially in primary schools. Construction of additional class rooms and ramps

construction were the two major heads of grants received by the primary schools while the share of grant was highest for NPEGL followed by construction of additional classrooms for upper primary schools. The utilization of grants was reported only 71 percent in primary schools and 60 percent in upper primary schools. Though it was reported fully utilized in the heads of ram construction and construction of building in case of primary schools and construction of boundary walls and ram and toilets in upper primary schools.

- A high majority of 53 percent primary school's VECs as against 41 percent upper primary schools VECs did not have construction work manual. Even a very high proportion of 49 percent VEC's of primary schools and 59 percent VECs of upper primary schools were not keeping the records of funds update. The schools should ensure the timely utilization of grants they receive for different heads. Over half of the VEC's of both the categories of schools did not have accounts for school related construction work/items. The SSA Office should take initiatives to check the maintenance of various account records of VEC's frequently.
- Over one half proportion of the teachers received TLM amount and their number per school averages to 2.25 teachers for primary and 2.27 teachers for upper primary schools. Only 6.34 percent primary teachers were provided training for using the TLM. Display of TLM was seen in 25 percent primary and 23 percent upper primary schools. The TLM was used by 26 percent schools, consisting of 27 percent primary and 23 percent upper primary schools. The grant of TLM should be made available timely and the display of TLM in each classrooms may be made mandatory.
- The teachers in 42 percent primary and 46 percent upper primary schools have been using TLM either always or often. However in over 54 percent schools, comprising 58 percent primary schools and 41 percent upper primary schools have never used TLM. Timely sanction of TLM and initiating the training for using the TLM would be necessary to achieve the successful implementation and outcome of TLM programme.
- The construction of additional classrooms was undergoing in 33 percent primary and 14 percent upper primary schools while all the upper primary schools as against 38 percent primary schools were with one additional class rooms. Head Masters of concerned schools were mainly made in charge of construction work. The construction of additional rooms in case of both primary and upper primary schools was either in the stage of near completion or the roofing was only left.
- The hand pumps were installed in only one primary schools through the funds allocated from the Government schemes. In fact, there was no provision left to install hand pumps in any sample school. There was a provision to install hand pump in one upper primary school. The

toilets were under construction in 9.09 percent upper primary schools. Among them, one each were funded under TSS scheme and other Government programme. Efforts should made to cover all the schools under drinking water facility through funds to be created from TSS. The provision of providing toilet facility is necessary for all schools

- The JEs were engaged in supervision of construction work in all the sample schools. The inspection of construction work on spot was carried out in all the schools by the technical employees. The supervision of construction of both primary and upper primary schools was done largely at block level and at some extent at Tehsil level. Inspection of construction was done mainly at the foundation level and during the ongoing construction work. The quality of construction work was found either quite satisfactory or good in cases of the construction of 77 percent primary and 87 percent upper primary schools. A low quality of building material used in the construction was observed behind the unsatisfactory construction work of 3 primary and 1 upper primary schools.
- There was a sanction of 3 KGBVs while only 2 of them were functioning at the DIET. Among the 80 enrolled children in KGBV the proportion of schedule caste children was highest at 69 percent. The site for construction of two KGBVs buildings have been identified but the construction work has not been initiated yet due to the reasons that the building contractors were not agreeing for construction on the amount of Rs.20 lakh per Vidyalaya as sanctioned by the Government. All the sanctioned positions of teachers were filled but the positions of 4 office staff were vacant. Looking into the lower level of enrolments existing among girls as compared to boys in the district there is a need to open all KGBV's as soon possible. The location for construction of building for another one KGBV should be identified soon. The enrolments of girls in presently functioning KGBV were very low .The enrollment should be maximized. The vacant positions of sanctioned non-teaching staff should be filled.
- There were 3 NRBC and 86 NPEGEL centers in the district. Out of which the present study covered 1 NRBC and 5 NPEGEL centers in the survey. The sample NRBC was operating in rented house with appointing a untrained teacher on temporary basis. Of the 20 children enrolled in one sample NRBC was dominated by backward castes children.
- Out of 5 NPEGEL centers covered for obtaining required information for the purpose of present study, only 3 of them received grant from the Govt. The amount of grant provided per school was Rs.1.34 lakh. A total of 595 children were enrolled in 5 surveyed NPEGEL centers. The enrolment of children per center was 119 in numbers. The TLM was not received by any center till date. The facility of drinking water and toilet was not available in surveyed

schools. The facility of drinking water and toilets should be made available in each center and the provision for providing TLM should be ensured.

- The Madarsas, EGS and AIE centers were evenly established among the different tehsils. The present study covered 2 Madarsas, 2 AIE and 2 EGS for obtaining required information. All the students enrolled with these sample centers were provided free text books. All the centers were located in the temporarily hired building with appointing one untrained Acharya in each center on a monthly salary of Rs.2000.
- There was hardly any security problem in a majority of 97 percent primary and 95 percent upper primary schools as it was bad in only 3 percent primary and 5 percent upper primary schools. Even the emerging situation of hygiene, cleanness and discipline among the students in a overwhelming majority of both primary and upper primary schools was not bad but still more attention is required to be devoted in favor of these concerns in the future.

CHAPTER – I

INTRODUCTION

1.1 Basic Feature of Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. The SSA programme is to provide useful and relevant elementary education to all children falling in the age group of 6 to 14 years age by 2010. There is also another important goal to achieve social, regional and gender equality through the active participation of community in the management of schools.

1.2 Objectives of Present Study

The objective focus of present study is centered around to monitor and Evaluate the SSA Programme in district Ambedkar Nagar, Uttar Pradesh. In detail, the objectives of the study are as follows:

- (i) To assess the progress of implementation of approved plan at the level of sample district and state level.
- (ii) To investigate the progress in achievement of some key outcome indicators through adopting sampling methods.
- (iii) To verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary level.
- (vi) Alternative Schooling etc.

1.4 The Sample Design and the Methodology

The District Ambedkar Nagar, situated in eastern region of Uttar Pradesh is administratively formed by ten development blocks. As per information gathered from the BSA office, there were 1172 Primary Schools and 321 Upper Primary schools spread over in different rural and urban areas of the district. In addition to these formal schools, the educational opportunity to children was also being provided through the expansion of 86 NPEGEL, 11 Madrasas, 16 EGS, 17 AIE, 3 NRBC and 3 Kasturba Gandhi Vidyalaya in different areas of the District. The details regarding the availability of different formal and informal school facilities in different blocks are presented in Table –1.1

Table 1.1: Total Number of Schools

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1.	Akbarpur	184	57	4	1	2	-	3	15	1	267
2.	Katehari	122	39	-	6	1	-	-	9	1	178
3.	Tanda	141	34	4	-	2	-	-	11	-	192
4	Jalalpur	151	37	5	3	3	-	-	11	-	210
5	Baskhari	105	26	-	-	2	-	-	8	-	141
6	Bhiyaon	123	41	2	1	-	-	-	7	1	175
7	Bheeti	102	30	1	-	-	-	-	9	-	142
8	Ram Nagaar	116	26	-	4	1	-	-	8	-	155
9.	Jahangir ganj	110	29	-	2	-	-	-	8	-	149
10.	Tanda Town Area	18	02	-	-	-	-	-	-	-	20
Total		1172	321	16	17	11	-	3	86	03	1629
No. of Sample Schools		72	22	2	2	2	-	1	5	1	114
% of Sample Schools		6.75	6.85	12..50	11.76	18.18	-	33..33	5.81	33.33	7.00

Source: SSA Programme, BSA, District Ambedkar Nagar, U.P.

For the purpose of present study the sample of different categories of schools was drawn among the four development blocks and one urban area of the district. The selection of sample primary and upper primary schools was carried out on the basis random sampling method. In this process the present study covered 79 primary and 22 upper primary schools, 5 NPEGEL, 2 Madarsas, 2 EGS, 2 AIE, 1 NRBC and one Kasturba Gandhi Schools. Thus the total numbers of formal and informal schools covered in the study were 114 schools. The collection of required primary data and other necessary information was carried out through well-designed interview schedules. The details of different categories of schools covered for present study from different blocks are presented in Table 1.2.

Table 1.2: Number of Sample Schools in Ambedkar Nagar District

Sl No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madarsa	KGBV	Bridge course		Total
									RBC	NRBC	
1	Akbarpur	184	57	15	4	1	2	1		3	267
	%age Schools/Centre	(30.46)	(35.84)	(33.33)	(30.76)	(16.66)	(28.57)	(100.00)	-	(100)	(28.34)
	Sample no of Schools	24	8	2	1	-	1	-	-	1	37
2	Jalalpur	151	37	11	5	3	3	-	-	-	210
	%age Schools/Centre	(25.00)	(23.27)	(24.24)	(38.46)	(50.00)	(48.86)	-	-	-	(22.29)
	Sample no of Schools	20	5	1	1	1	1	-	-	-	29
3	Jahangirgani	110	29	8	-	2	-	-	-	-	149
	%age Schools/Centre	(18.21)	(18.23)	(17.78)	-	(33.33)	-	-	-	-	(15.82)
	Sample no of Schools	14	4	1	-	1	-	-	-	-	20
4	Tanda	141	34	11	4	-	2	-	-	-	192
	%age Schools/Centre	(23.34)	(21.38)	(24.24)	(30.76)	-	(28.57)	-	-	-	(20.38)
	Sample no of Schools	18	5	1	-	-	-	-	-	-	24
5	Urban Area	18	2	-	-	-	-	-	-	-	20
	%age Schools/Centre	(2.98)	(1.26)	-	-	-	-	-	-	-	(2.12)
	Sample no of Schools	3	-	-	-	-	-	-	-	-	4
	Total	604	159	45	13	6	7	1	-	3	942
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	-	(100.00)	(100.00)
	Sample no of Schools	79	22	5	2	2	2	1	-	1	114
	%age Schools/Centre	(100.00)	(00.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	-	(100.00)	(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P

In addition to the collection of certain necessary information from the sample schools, several other information such as structure and functioning of SSA Staff which is involved in programme implementation, overall progress achieved in different matters of the SSA programme implementation etc. in the district was also obtained from the BSA Office.

Further the details in relation to the distance of selected sample of primary and upper primary schools for the purpose of present study from the BRC and NPRC in the district are presented below in Table 1.3.

Table 1.3: Distance of Sample Schools from B.R.C./ N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	14 (17.72)	5 (22.73)	19 (18.81)
	b. 3 to 5 KM	13 (16.45)	2 (9.09)	15 (14.85)
	c. 5 to 8 KM	25 (31.65)	10 (45.45)	35 (34.65)
	d. Above 8 KM	27 (34.18)	5 (22.73)	32 (31.68)
	Total	79 (100.00)	22 (100.00)	101 (100.00)
2	NPRC			
	a. Within 3 KM	64 (81.01)	12 (54.55)	76 (75.25)
	b. 3 to 5 KM	6 (7.59)	6 (27.27)	12 (11.88)
	c. 5 to 8 KM	5 (6.32)	4 (18.18)	9 (8.91)
	d. Above 8 KM	4 (5.06)	-	4 (3.96)
	Total	79 (100.00)	22 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, BSA, District -Ambedkar Nagar, U.P.

CHAPTER- II

EDUCATIONAL PROFILE OF DISTRICT AMBEDKAR NAGAR

2.1 Introduction

The Ambedkar Nagar District named after Dr. Bhim Rao Ambedkar is a newly created district in eastern region of Uttar Pradesh. The Ambedkar Nagar district was carved out by bifurcating Faizabad district in September 29, 1995. The administrative headquarters of the district is at the town of Akbarpur and it has nine development blocks. The district is bounded by districts Basti and Sant Kabir Nagar in the north and Sultanpur and Azamgarh in the south. In the east, its boundary touches to Gorakhpur and the district Faizabad is located in its west. The Saryu River is the main river and is located at the northern boundary of the district. Ambedkar district is home to the shrine of Ashraf Jahangir Semnani in Kicchocha Sharif.

The geographical area of the district is 2520 sq.km. which is spread over in four tehsils. Approximately 90 percent of the population lives in 1675 villages of the district. According to 2001 census records the population of district was 1629353. Similarly, the proportion of literate population in the district accounted for over 58 per cent, consisting a little over 71 percent for men as against 45 per cent for women. On the whole, it is witnessed that the district has achieved a significant progress in increasing the literacy rate among both men and women population. In fact the proportion of literate population among both men as well as women population were reported remarkably fairly higher in district Ambedkar Nagar as compared to the state average.

Findings and suggestions

- The district has been achieving significant progress in increasing the literacy among both men and women.
- The literacy rates of both men and women were remarkably higher in the district as compared to state average.

Table-2.1: Literacy Rate of Ambedkar Nagar and UP

Sl. No.	Item	Uttar Pradesh		District Ambedkar Nagar	
		1991	2001	1991	2001
1	People	40.7	56.3	NA	58.43
2	Male	54.8	68.8	NA	71.37
3	Female	24.3	42.2	NA	45.30

Source: Census of India, 2001.

Findings and Suggestions

- There were a total number of 1172 primary schools and 321 upper primary schools in the district till March 2007
- In addition, 40 primary and 93 upper primary schools were sanctioned during the current financial year but none of the sanctioned primary and upper primary school were opened till October 2007.

2.2 Status of Schools:

As per the records of BSA Office Ambedkar Nagar, it was indicated that there were 1172 primary schools and 321 upper primary schools functioning in the district as on March 31, 2007. The number of primary and upper primary schools as sanctioned during the current financial year of 2007-08 were reported to 40 and 93 respectively. It was reported that none of the sanctioned primary and upper primary schools have been opened during the current year. Thus the total number of functioning schools remained the same as they were till March 31, 2007. The details are presented in Table 2.2.

Table-2.2: Details about Opening of Schools:

Sl. No.	Details	PS	UPS	Total
1	No. of Schools as on 31.03.07	1172	321	1493
2	No. of Schools Sanctioned in current financial year-2007-08	40	93	133
3	No. of Schools Opened in current financial year-2007-08	nil	nil	nil
4	Current Status of School	1172	321	1493

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P

2.3 Status of Teachers:

(a) Primary Schools

It was indicated that 5526 positions of teachers, comprising 1085 head masters 2181 assistant teachers and 2260 Shiksha Mitra were sanctioned for primary schools till March 31, 2007. During the current financial year, another 30 posts of head masters and 40 posts of Shiksha Mitra were additionally sanctioned. However against the sanctioned positions for different positions, the positions of only 87.71 percent headmastrs, 58.51 percent assistant teachers and 93.65 percent Shiksha Mitra were filled till November 2007. In fact, the difference between the number of sanctioned teachers and the actual number of appointed teachers was reported as higher as 41.49 per cent for assistant teachers, 12.29 per cent for head masters and 6.35 per cent for Shiksha Mitra. In all, only 78.77 per cent of the sanctioned teachers could be appointed in primary schools during the current financial year. Thus there was a overall gap of over 21 percent between the proportion of sanctioned and appointed teachers in primary schools in the district. Details are given in Table-2.3 (a)

Table-2.3 A: Details about Teachers in Primary Schools

Sl. No	Details	Sanctioned as on 31.03.07	Sanctioned during 2007-08	Total Sanctioned	Appt. against sanctioned	Difference
1	Headmaster	1085(97.31)	30(2.69)	1115(100.00)	978(87.71)	137(12.29)
2	Assistant teachers	2181(100.00)	-	2181(100)	1276(58.51)	905(41.49)
3	Shiksha Mitra	2260(98.26)	40(1.74)	2300(100)	2154(93.65)	146(6.35)
	Total	5526(98.75)	70(1.25)	5596(100)	4408(78.77)	1188(21.23)

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P..

Findings and Suggestions

- There was an alarming gap of over 21 percent in the number of sanctioned and appointed all categories of teachers at primary schools. Even it was as higher as over 41 percent in case of assistant teachers, followed by 12 percent for head masters and 6 percent for Shiksha Mitra.
- All the vacant positions of teachers should be filled very soon so as to maintain the teaching in schools.

(b) Upper Primary Schools

In case of upper primary schools, a total of 916 positions, comprising 231 positions of headmasters and 685 positions of assistant masters were sanctioned till March 2007. And the positions of another 270 teachers, comprising 90 head masters and 180 assistant masters were additionally sanctioned for the financial year 2007-08. Out of these total sanctioned positions, only 80 percent positions of teachers, 70.72 percent headmasters and 83.47 percent assistant teachers have been filled so far. Thus a significant proportion of the 19.98 percent sanctioned positions, 29 percent for head masters and 17 percent for assistant masters in upper primary schools were still lying vacant in the district. It was noted during the survey that a significant numbers of schools were reported to have had single teacher. In the cases of training organized for teachers at DIET the teachers were forced to close the school so as to attain the training. It is therefore necessary to fill the sanctioned posts of teachers so as to avoid such situation of closing the school was emerging during the training organized for teachers.

Findings and Suggestions

- A significant proportion of positions of sanctioned posts of both head masters and assistant masters were still lying vacant in upper primary schools.
- Only 80 percent of the sanctioned positions, 83 percent assistant masters and 71 percent head masters were filled so far.
- Initiatives should be carried out to appoint the different category of teachers on priority basis so that imparting of learning to students can be assured.

Table No 2.3B- **Details about Teachers in Upper Primary Schools**

Sl No	Details	Sanctioned as on 31.03.07	Sanctioned during 07-08	Total Sanction	Appt. against sanctioned	Difference
1	Headmaster	231(71.96)	90(28.04)	321(100)	227(70.72)	94(29.28)
2	Assistant teacher	685(79.19)	180(20.81)	865(100)	722(83.47)	143(16.53)
3	Total	916(77.23)	270(22.77)	1166(100)	949(80.02)	237(19.98)

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P

2.4 **Recruitment of Teachers :**

It was indicated that both the head masters and assistant masters in both primary and upper primary schools levels were appointed on a regular basis. But there was a provision to appoint Shiksha Mitra on a contract basis. The appointment of all the 40 head masters in primary schools and 93 head masters and 186 assistant masters in upper primary school level was carried out at BSA or DPD level on a regular basis while the recruitment of 2154 Shiksha Mitra for primary schools was performed at VEC level. The details are presented in Table-2.4.

Table-2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2007-08		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2007-08		Appt. at DPO/Basic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	Headmaster	40	-	40	-	93	-	93	-
2	Assistant Teacher	-	-	-	-	186	-	186	-
3	Shiksha Mitra	-	2154	-	2154	-	-	-	-
4	Total	40	2154	40	2154	279	-	279	-

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P.

Findings and Suggestions

- Both the head masters as well as assistant masters for both primary and upper primary school level were appointed on regular basis.
- A total of 40 head masters for primary and 93 head masters and 186 assistant masters for upper primary schools were appointed during the current financial year.
- Excepting the Shiksha Mitra the other position of teachers were appointed DPO/Basic level while the Shiksha Mitra were appointed at VEC level.

2.5 Teacher's In-Service Training :

It was indicated by the training coordinator that in view of achieving desired improvement in the quality of teaching and to achieve qualitative changes in the aptitude of children the training for the teachers of both primary and upper primary schools were regularly being organized at the DIET and BRC level. It was reported that the DIET had been imparting In-service training to only the Headmasters of Primary and Upper Primary teachers in the subject related to remedial teaching, EMIS and other aspects while the same subjects of training were given at BRC level to the Assistant teachers and Shiksha Mitras. The target and identification of teachers for different subjects of trainings was fixed at the level of SSA Coordinator in BSA office. However as per information provided by the DIET and training coordinator, there was a target to impart training for different subject concerns to 1142 teachers and 2284 Shiksha Mitra for primary schools during the current financial year but only 500 primary teachers were provided the training of EMIS and remedial teaching till October 2007. Also not any training program was organized for Shiksha Mitra till date. However all the 224 targeted teachers of upper primary schools as identified for imparting training were duly entrusted the training of EMIS and computer learning. The details are presented in table 2.5.

Table-2.5: Teachers' In Service Training

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 30.10.08	Balance Left
1	Headmaster Assistant teachers	1142	500	642	224	224	NIL
2	Shiksha Mitra	2284	NIL	2284	NIL	NIL	NIL
3	Total	3426	500	2926	224	224	NIL

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P.

Findings and Suggestions

- A very small numbers of targeted teachers of primary schools were provided the training of remedial teaching and EMIS at the DIET.
- In fact none of the targeted Shiksha Mitra were imparted any training so far.
- However all the 224 targeted upper primary teachers had availed the training of EMIS and computer learning.
- There should be no delay in identification of teachers for providing required subjects of in service training.
- The training for different subject concerned should be organized for targeted teachers and Shiksha Mitra as soon as possible, especially during the period of holidays.

2.6 Teachers' Orientation Training:

In the district a significant progress had been achieved in both identification of eligible teachers for providing orientation training as well as organizing the same types of training for targeted teachers. As all the 22 primary teachers and 2284 Shiksha Mitra as identified for teacher's orientation programme had been accordingly provided the same training till October 2007.

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left
1	HEAD MASTERS & Assistant teachers	22	22	NIL
3	Shiksha Mitra	2284	2284	NIL
3	Total	2306	2306	NIL

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P.

Findings and Suggestions

- A remarkable progress has been achieved in organizing the teachers' orientation training in the district.
- All the targeted 22 primary teachers and 2284 Shiksha Mitra had been provided the orientation training

2.7 Teachers' Refresher Training

In regard to the teacher's refresher training is concerned the DIET office has reported that the BSA office has neither provided any list of teachers nor the target of primary school teachers to be imparted refresher training. However there was a target of 224 upper primary teachers for imparting refresher training in the subject of leadership upgradation during the current financial year which has already been organized for the duration of five days. All the 224 targeted teachers of upper primary schools were provided this subject of training.

Table-2.7: Teachers' Refresher Training

Sl. No.	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 31.10.08	Balance Left
1	Headmaster	nil	nil	nil	224	224	nil
2	Assistant teachers	nil	nil	nil	nil	nil	nil
3	Shiksha Mitra	nil	nil	nil	nil	nil	nil
4	Total	nil	nil	nil	224	224	nil

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P.

Findings and Suggestions

- So far no initiatives have been undertaken for organizing refresher's training for Primary school Teachers.
- However there was a target of providing refresher training to 224 upper primary school teachers which has already been achieved.
- The identification of teachers for imparting the refresher training should be done at the beginning of new session every year in which maximum teachers should be covered.

2.8 Teachers Learning Material (TLM) Grant :

It was reported that the TLM grant is being transferred into the VEC's account without any delay during every financial year. The release of TLM grant for present financial year was carried out on August 31, 2007 for primary schools and on September 27, 2007 for upper primary schools. During the current financial year 2007-08, a total of 4785 primary school teachers and 1242 upper primary school teachers were identified eligible to receive TCM grant. Total grant sent by BSA to VEC accounts was Rs.26.82 lakh.. Out of which the grant of Rs.2218500 was for primary and Rs.463500 for upper primary school teachers. It was reported that all the eligible teachers of both primary and upper primary schools could not be covered by the TLM grant. So far 89 percent eligible teachers, consisting of 92.73 percent primary school teachers and 74.64 percent upper primary teachers had received the TLM grant in the district.

Table-2.8: Teacher's Learning Material (TLM) Grant

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2007-08	4785	1242
2	Total grant sent by BSA to VECs accounts	2218500	463500
3	Date of release of TLM Grant	31.08.07	27.09.07
4	No. of teachers covered	4437	927

Source: SSA Programme, BSA, District-Ambedkar Nagar, U.P.

Findings and Suggestions

- A total number of 4785 primary teachers and 1242 upper primary teachers were identified eligible for TLM grant for the year 2007-08.
- However 89 percent eligible teachers, consisting 92.73 percent primary school teachers and 74.64 percent upper primary school teachers had received TLM grant so far.
- A total of Rs.26.82 lakh were released by the BSA Office in the VECs account. It was Rs.22.19 lakh for primary and Rs.4.64 lakh for upper primary school teachers
- The uncovered eligible teachers for TLM grants should be facilitated without no delayed

2.9 Distribution of Text Books

The detail information regarding the distribution of free text books among different groups of children was not maintained by the BSA Office. It was reported that the distribution of free text books to the students of both primary and upper primary schools was undertaken during the months of July and September 2007. In all the distribution of free text was performed among 247504 primary and 87490 upper primary children both from the SSA as well as State grant. However the proportion of children who received free text books from the SSA grant were reported significantly much higher than the children who received free text books from the State Government Funds in both primary and upper primary schools. In all, the free text books were distributed among 168678 children from the SSA grant and 78826 children from State grant in primary schools. In upper primary schools, the number of children who received free text books from SSA and State funds were 59531 and 27959 respectively.

Table-2.9: Details about Text Books Distribution

SL No	Details	Primary Schools			Upper Primary Schools		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	No. of children to whom free text books have been distributed	247504	NA	NA	87490	NA	NA
2	No of children received free text books from SSA Programme	168678	NA	NA	59531	NA	NA
3	No of children received free text books from State Govt. Funds	78826	NA	NA	27959	NA	NA
4	Actual date of text books distributed to the district level and to schools	July – September 2007					

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P.

Findings and Suggestions

- The free text books among the children of both primary and upper primary was undertaken during the months of July and September.
- The proportion of children who received free text books from the SSA grant were fairly higher than those received from State Govt. Funds.
- A very large numbers of children were not provided free text books so far.
- Timely distribution of free text books to the students be ensured and all the enrolled children in both primary and upper primary schools be facilitated from the supply of text books.

2.10 Number of Children and their Enrolments

Based on the household survey conducted for enumeration of children in the district during September 2007 the total number of children enumerated in the age group 6-11 were 350647 accounting for 184456 Boys and 166191 Girls.. In the upper primary school going age group of 11-14

years the population of children was 163099. Among them the number of boys and girls was 82282 and 80817 respectively. In both the school going age groups the proportions of boys was significantly higher than the case of girls.

As far as the assessment into the pattern of age –specific enrolments of children is concerned it was indicated that among the children with primary school going age group of 6-11years the proportion of them enrolled in availing education were 99.81 percent. Among them the proportion of boys and girls was noted as 99.79 percent and 99.83 percent respectively. Similarly the proportion of enrolled children among upper primary school going age group of 11-14 years were 99.65 percent, consisting of 99.67 percent among boys and 99.64 percent among girls. The details are presented in Table 2.10.

Table-2.10: **Details of Children and their Enrolment in Schools**

Age group of children		Total No of children as per household survey Sep.-2007	Total No of children enrollment as per 30.09. 07 & gross enrolment rates
6-11 Years	Boys	184456(52.60)	184071(99.79)
	Girls	166191(47.40)	165910(99.83)
	Total	350647(100.00)	349981(99.81)
11-14 Years	Boys	82282(50.45)	82014(99.67)
	Girls	80817(50.28)	80527(99.64)
	Total	163099(100.00)	162541(99.65)

Source: SSA Programme, BSA Office District Ambedkar Nagar UP.

Findings & Suggestions

- Significantly a very high proportion of over 99 percent school going age group of children were enrolled in primary and upper primary schools in the district. However the gross enrolment rates of girls were still lagging behind to boys in both the school going age groups
- There was a scope to maximize overall enrolments of both boys and girls but largely girls in both primary and upper primary schools.
- Initiatives should also be taken up to achieve maximum retention rates of children in the schools, especially at upper primary school level.

2.11 Status of Civil Work

According to the documents of BSA office it revealed that during the current financial year of 2007-08 the construction work for 40 new primary and 93 upper primary schools buildings was sanctioned in the district. In addition to this the sanction has also been made for the construction of additional classrooms in the already existing 515 primary schools. It was reported by the BSA office that the construction work of 36 primary schools and 76 upper primary schools buildings is in

progress while the construction work of 4 primary and 17 upper school buildings was not initiated yet. It was reported that the extent of disputes occurred and changes made in the site of construction were the main reasons for not starting the construction work of remaining both primary and upper primary school buildings. In addition to this sanction has also been made for the construction of 515 additional classrooms in primary schools. The construction of additional classrooms in 465 primary schools has already initiated but it has been not started yet in remaining 50 primary schools due to the fact that the meeting of District Advisory committee was organized very late. However there has been no sanction of additional classrooms for upper primary schools in the district.

Table-2.11: Status of Civil Work Sanctioned for the Financial Year 2007-08

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	New Primary Schools	40	-	36	04	Dispute on land & change of site
2	New Upper Primary Schools	93	-	76	17	
3	Additional Rooms for Primary Schools	515	-	465	50	
4	Additional Rooms for UPS	0	0	0	0	0

Source; BSA Office District Ambedkar Nagar, UP.

Main Findings & Suggestions

- During the current financial year the sanction was made for the construction of 40 primary and 93 upper primary school buildings and additional classrooms in 515 primary schools.
- However the construction work could be initiated for the 36 primary and 76 upper primary school buildings and 465 additional classrooms in primary schools till October 2007.
- Construction of additional class rooms in existing primary schools was also started very late in the month of October 2007 so the construction work was in progress.
- Disputes occurred in the land allocated for construction of school buildings and changed made in the site of identified school sites were reported as the main reasons behind not initiating construction of school buildings so far.
- There should be no delay in both allocation of funds for construction of new school building and spot verification of proposed new schools from the part of school administration.
- Involvement of public representatives, especially MPs and MLAs in matter related to identification of the site/ location for new schools and their representation in the advisory committees has been un- necessarily delaying the progress of construction work of new school buildings and additional class rooms in existing schools. So their involvement should be minimized in such activities.

2.12 Details of School Grants

The BSA Office has identified 1172 primary and 331 upper primary schools as eligible for grant for the present financial year of 2007-08. The grant was accordingly approved for these identified both primary and upper primary schools. However the funds were released in favor of 1168

primary and 289 upper primary schools till October 2007. Thus the approved funds were not released to 12.69 percent upper primary and 0.34 percent primary schools.. It was reported that the grant to VECs account for both primary and upper primary schools was released on October 25, 30,2007. The amount of grant released to VEC account for primary and upper primary schools was Rs.2336 thousand and 578 thousand respectively. However the utilization certificate of the grant released to VEC account has not been received by BSA Office because the amount of grant was released very recently. The BSA reported that their office has not made any centralized purchase for the schools.

Table-2.12: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2007-08	1172	331	1503
2	No. of schools to whom funds have been released	1168	289	1457
3	Date of release the grant to VEC accounts	25.10.07	25.10.07	25.10.07
4	Released amount (Rs.)	2336000	578000	2914000
5	Amount utilized by VECs up to 30.09.08 (Rs.)	NA	NA	NA
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	NO	NO	NO
7	If yes			
	a. For What purpose	NA	NA	NA
	b. Amount utilized (Rs.)	NA	NA	NA

Source: SSA Programme, BSA, Distric- Ambedkar Nagar

Findings& Suggestions

- There were 1172 primary and 331 upper primary schools eligible for grants in the district.
- But the school grant could be released to 1168 primary schools and 289 upper primary schools till October 2007.
- The approved grant has been duly released in the VEC account for both primary and upper primary schools on October 25,2007.
- The BSA Office has not made any centralized purchases.
- The centralized purchase for schools should be made by the BSA Office from the school grants to avoid the leakages in purchases made by schools through VEC.

2.13 Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE)Centres

It was revealed that a significant initiatives were undertaken for providing elementary educational facilities to the disadvantaged groups of children and in areas lacking access to formal schools through the expansion of various types of informal educational institutions in both rural and urban areas of the district. As per information obtained from the BSA Office it revealed that 67 EGS/AIE centers, consisting 42 EGS and 25 AIE centers were sanctioned till March31,2007 .During the present financial year of 2007-08 the sanctioned EGS and AIE centers were noted to 42 and 31 respectively. In all, presently 33 EGS/AIE centers comprising 16 EGS and 17 AIE centers were in

operation in the district. The BSA Office reported that 176 Education Volunteers has been identified for different EGS/AIE centers. They were getting the refresher training at DIET for one month. The training will be completed by December 15, 2007. Thereafter these centers will be started in the district. During the current financial year neither any EGS/AIE centers were upgraded nor any position of teachers for these centers were sanctioned. The details are presented in Table 2.13.

Table. 2.13 Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.03.2007	42+25=67 (100.00)	34+23 =57 (85.07)
2	No. of EGS/AIE centers in the financial year 2007-08	42+31=73 (100.00)	16+17=33 (45.21)
3	No. of EGS/AIE centers to be upgraded in the financial year 2007-08	NIL	NIL
4	No. of teachers sanctioned for new upgraded primary schools	NIL	NIL

Source: SSA Programme, BSA, Distric- Ambedkar Nagar

Findings and Suggestions

- A total of 42 EGS and 25 AIE centers were sanctioned till March 2007. During the present financial year the total sanctioned EGS and AIE centers were 42 and 31 respectively.
- Presently 33 EGS/AIE centers were functioning in the district while during the last year there their number was 57.
- Initiative is necessary to make functional of the sanctioned EGS/AIE every year.

2.14 Students Enrolments in EGS/AIE Centre

As per the records of the BSA Office there was a target to get enrolled 1224 children (584 children in the age group of 6to 11 years and 640 children in the age group of 11to 14 years) representing different communities in the district. Out of which 881 children, consisting 482 boys and 399 girls were enrolled in different EGS/AIE centers during the current financial year. In this sense a little over 28 percent of the identified targeted children were still to be enrolled in these centers. Among the enrolled children in these centers the proportion of children for OBC was found highest at 25.40 percent followed by 34.17 percent for scheduled castes and lowest at 8.74 percent for minorities. And the proportions of girls was lagging behind to boys. See Table 2.14.

Table-2.14: **Details about Children's Enrollment in the EGS/AIE Centres**

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2008			Difference
			Boys	Girls	Total	
1	SC	-	157 (32.57)	144 (36.09)	301 (34.17)	-
2	ST	-	nil	nil	nil	-
3	OBC	-	222 (46.05)	178 (44.61)	400 (45.40)	-
4	Minority	-	42 (8.71)	35 (8.77)	77 (8.74)	-
5	Others	-	61 (12.66)	42 (10.53)	103 (11.69)	-
6	Total	1224	482 (100.00)	399 (100.00)	881 (100.00)	343

Source: SSA Programme, BSA, Distric- Ambedkar Nagar

Findings and Suggestions

- There was a target to get enrolled 1224 identified children in different EGE/AIE Centers during the present financial year.
- But nearly 72 percent of targeted children were enrolled till date.
- Among the enrolled children the proportion of backward communities was highest at over 45 percent and it was lowest at 8.74 percent for minorities.
- The enrolments of girls were lagging behind to the boys.
- A greater initiatives are required to maximize the enrolments of identified targeted children with ensuring the participation of parents and VEC to achieve this goal.

2.15 Training to the Education Volunteers (EVs)

It was informed by the BSA office that the training programmes on different subjects were regularly organized at the DIET for the Education Volunteers. Initially one foundation training programme for the duration of one month was organized by the BSA office in collaboration of DIET for all the 61 education Volunteers. Still there is a proposal to organize 15 days re-orientation training for all the volunteers in the month of March 2008.

2.16 Educational Qualification of Education Volunteers;

There were 61 Education Volunteers engaged in currently functioning of 33 EGS/AIE centers in the district. The detail information regarding the qualification of Education Volunteers was not available. But it was reported by the district coordinator of alternate education that a majority of them are possessing above intermediate level of education.

Findings and Suggestions

- There were 61 Education Volunteers engaged with 33 EGS/AIE centers in the district.
- All the 61 EVs were imparted the foundation training for the duration of one month at their entry in the last year.
- Again, there is a program to organize a 15 days re-orientation training at the DIET during March 2008.

Table-2.15: Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	NA
2	Intermediate	NA
3	Graduates and above	NA
4	Total	61

Source: SSA Programme, BSA Office, Ambedkar Nagar, U.P.

Table -2.16 Children Mainstreamed from EGS/AIE Centers

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2007 in the current financial year 2007-08	129	no
2	Details of the last academic year 2006-07	220	no
	1. Mainstreaming in private schools	nil	no
	2. Mainstreaming in Govt. aided schools	nil	no
	3. Mainstreaming in Govt. schools	220	no

Source; SSA Programme BSA Office Ambedkar Nagar , UP.

Findings and Suggestions

- A total of 129 children were mainstreamed upto October 2007.
- During the last academic year of 2006-0, 220 children were mainstreamed.
- Mainstreaming was mainly done in Govt schools during each of the academic years.

2.17 Children Mainstreamed from EGS/AIE Centers;

It was reported that till October 2007 of the current financial year, a total of 129 children were actually mainstreamed from different EGS/AIE centers. Similarly, during the last academic year of 2006-07 the total numbers of children mainstreamed constituted to 220. It was also mentioned that the mainstreaming of all the 220 children was carried out in Government schools.

2.18 BRC/NPRC

As per the documents of BSA Office there were 9 BRC and 110 NPRC centers sanctioned till March 31, 2007. All the sanctioned both NPRC centers and BRC were in position till date. Still the

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total numbers of functional BRC and NPRC in the district are same in the current financial year. There was a sanction position of one coordinator and one assistant coordinator for each of the BRC. In fact the sanctioned numbers of staff in both BRC and NPRC was in position. Altogether, there were the sanction of 9 Coordinators and 9 Assistant Coordinators for BRC and 110 coordinators for NPRC and all the sanctioned positions were filled. Details are given in

Table-2.17: Details about BRC/NPRC

Sl. No.	Details	Sanctioned	Opened/In Position
1	No. of BRC centers as on 31.03.07	09	09
2	No. of NPRC centers as on 31.03.07	110	110
3	No. of BRC centers in the financial year 2007-08	09	09
4	No. of NPRC centers in the financial year 2007-08	110	110
5	Details of staff in BRC: a. Coordinators	09	09
	b. Asst. Coordinator	09	09
	C. Others	nil	nil
6	Details of staff in NPRC Coordinator	110	110

Source: SSA Programme, BSA, District- Ambedkar Nagar U.P.

Findings and Suggestions

- There were the sanction of 9 BRC and 110 NPRC centers till March, 2007 and all the sanctioned BRC and NPRC were opened.
- During the present financial year the numbers of sanctioned and opened BRC and NPRC centers were same as were during last year.
- There was a sanction of one coordinator and one assistant coordinator for each BRC and one coordinator for each NPRC in the district. In fact their actual numbers were well in position in both BRC and NPRC.

2.19 Children with Special Needs;

In the district 2556 CWSN children, comprising of 1485 boys and 1071 girls were identified for the financial year 2007-08. However none of the identified children were provided any aid and appliances till October 2007. It was reported by the district coordinator that the distribution of aids and appliances were to be carried out during the month of January 2008. The number of resource teachers identified were 2 though both of them were boys. In addition to this 16 teachers, consisting of 13 boys and 3 girls were also identified. The resource teachers were provided orientation training at the DIET. The details are given in Table 2.18.

Table-2.18: Children With Special Needs (CWSN)

Sl. No.	Details Boys	Total	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	1485	1071	2556
2	No. of children who have been provided with aids and appliances in financial year 2007-08	Distribution will be done on Jan.22, 2008		
3	No. of resource teachers identified	02	-	02
4	No. of Itinerant teachers identified	13	03	16

Source: SSA Programme, BSA, District- Ambedar Nagar, U.P.

2.20 National Programme for Education of Girls at Elementary Level (NPEGEL)

There was a target of the formation of 86 model school clusters in the district during the current financial year of 2007-08. However due to the arrival of funds very late only 81 cluster schools could be made functional till October 2007. There had been no provision for the construction of additional classrooms in any of the model cluster schools. There was the target of providing the facility of drinking water, toilet and electricity to each of the cluster schools during current financial year. However the facility of drinking water could not be made access to any cluster schools though the toilet facility was made available in 27.91 percent of the targeted cluster schools. The facility of electricity was made available in only 5.81 percent model schools. There was not any target fixed for ECCE centers to make operational during the current financial year. The total amount of funds sanctioned for NPEGEL was Rs.172 lakh for the current financial year of 2007-08 which has been duly released to different NPEGEL.

Findings and Suggestions

- A target of 86 model schools clusters was fixed for the current financial year but 81 of them were made functional so far in the district.
- A very high proportion of 73 percent and 94 percent model schools were noted lacking the facility of toilet and electricity respectively.
- In fact the drinking water facility was not available in any cluster schools.
- The full amount of Rs.172 lakh. targeted funds has been released for these model schools.
- The backlog of opening the model schools should immediately be completed.
- Construction of additional room in almost the model school cluster should be ensured immediately.
- The facility of dinking water and electricity should be made access to each of the model school clusters.

Table 2.19 **National Programme for Education of Girls at Elementary Level(NPEGEL)**

Sl. No.	Details of Facilities	Target for 2007-08	Made functional as on 30.09.2008	Difference
1	Number of model schools clusters	86	81	5
2	No. of additional class rooms to be aided.	NIL	NIL	NIL
3	No of model clusters with drinking water	86	-	
4	No of model clusters with toilet facility	86	24	62
5	No of model clusters with electrification	86	5	81
6	Quantum of funds to be released (Rs.)	17200000	17200000	nil
7	No. of ECCE centers operational under Innovation Head funds	NIL	NIL	NIL

Source; SSA Programme BSA Office ,District Ambedkar Nagar UP

2.21 **Kasturba Gandhi Balika Vidyalaya (KGBV)**

The sanctioned numbers of KGBV in the district for the current financial year of 2007-08 were 3. However only TWO KGBVs were found presently functioning in the district. Even none of the presently functioning KGBVs had their own school buildings. Instead both of them were operating at the building of DIET. It was reported that the land for the construction of buildings of two KGBVs has already been identified but due to the sanction of less amount than the estimated cost of construction and local political conflicts the construction work could not be started yet. In terms of the positions of teaching and other staff sanctioned and in position in KGBV was concerned the position of 2 warden, 4 full time teachers, 4 part time teachers and 3 office support staff including 1 accountant, 1 cook and 1 sweeper were sanctioned. Out of these various positions sanctioned, all the 2 positions of warden cum teachers, 3 full and 3 part time teachers, 1 cook and 1sweeper were filled. But 1 full time teacher,1 part time teacher and 1 accountant were not filled.

Findings and Suggestions

- Out of the 3 KGBV sanctioned for the district only 2 of them were functioning at the DIET.
- The site and land for construction of two KGBVs buildings has been identified but the construction work was not initiated yet.
- Initiatives should be undertaken for providing the elementary educational facilities to girls through making the sanctioned KGBVs functional in less accessible areas with minimizing the political intervention in this context as has been reported it is undergoing.
- The construction of building for sanctioned numbers of KGBVs should be started immediately and all the sanctioned KGBVs should be made functional
- Proper verification of the construction site of the buildings of KGBVs should be ensured.

Table 2.20 (a) Details of KGBV School

SLNO	Sanctioned for 07-08	Functioning work as on 30.09-07	Difference
1	3	2	1

Source: SSA Programme, BSA, District- Ambedkar Nagar, U.P

Table-2.20: (b) Teaching and Other Staff in KGBV

Sl. No.	Staff	Sanctioned	In Position
1	Warden	2	2
2	Full time teachers	4	3
3	Part time teachers	4	3
4	Support staff (accountant/assistant, peon, chowkidar and cook)	3	2

Source: SSA Programme, BSA, District- Amedkar Nagar, U.P.

2.22 Details About District Information System for Education (DISE/ Educational Monitoring and Information System(EMIS)

The DISE/EMIS was set up at the SSA project office in the district. It revealed that there was very inadequate number of staff provided for handling the work of DISE/EMIS as there was a need of at least one more computer operator. Only one employee was looking after the computer work while the MIS in charge was reported to have been managing the overall work of the office DISE/EMIS. However the BSA Office reported that the data capture format have been supplied to all schools latest by August every year and the required educational data were being regularly provided to the State Project Office. The BRC/CRC coordinators in the district have been provided the training for verification of different data as being regularly collected in the district. In fact one day's training programme for the CRC/BRC coordinators was organized very recently during September 2007 at the DIET. The BRC/CRC coordinator have been verifying the 5 percent of data as collected at the district level.

Findings and Suggestions

- The EMIS/DISE have well maintained the different educational statistics in the district.
- The required vacant position of MIS in charge and other computer staff should be filled so as to maintain the data bank.

2.23 Staff at District Level SSA Office

There was a sufficient staff of 18 employees with the SSA office. But the BSA has reported about the inadequacy of staff available in the office. However there was a need to appoint one computer operator very urgently. All the sanctioned positions for different levels were in position at

the SSA Office. Presently the SSA Office has the staff strength of 8 employees, comprising of 1 Expert BSA, 3 DC's, 1 AAO, 1 Accountant, 1 Computer Operator and 1 EMIS In charge. The details of staff at SSA office are given in Table-2.21.

Findings and Suggestions

- All the sanctioned positions for SSA programme were filled. However there was the inadequacy of some staff, especially of support staff and computer operator at the SSA office.
- From the view point of efficiently functioning and achieving successful outcome of the implementation of SSA programme a strong administrative set up would be necessary. Therefore it is necessary to sanction some more positions for different levels for SSA programme.

Table 2.21 **Details about District Level Officials**

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	3	3
4	Accountant	1	1
5	Computer Operator	1	1
6	EMIS Incharge	1	1
7	Peon		-
8	Assistant Accountant		-
9	Junior Clerk		-
10	Steno		-
11	Peon		-

Source; SSA Programme ,BSA, District Ambedkar Nagar, UP.

2.24 Functioning of Village Education Committees (VEC)

There has been a formation of 805 Village Education committees in the district. The BSA Office reported that all the VEC members had been provided the orientation and other required subjects of training in the previous years. But during the current financial year no training was organized for them.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Primary Schools

The proceeding analysis on the availability pattern of different types of infrastructural facility in primary and upper primary schools is based on information collected among a sample of 77 primary and 31 upper primary schools covered from four blocks and one urban center of district Ambedkar Nagar. The analysis indicated that a overwhelming majority of over 74 percent schools, 85 percent primary schools and 45 percent upper primary schools were established 10 years ago in the district. Similarly the construction of building of a highest proportion of over 73 percent primary and 68 percent upper primary schools was again undertaken 10 years ago. However a lowest proportion of 18 percent upper primary schools as against none of the primary schools were of the recent origin of 2 years ago, though the construction of building of only 14 percent upper primary schools took place during 2 years ago. The details are presented in Table 3.1.

Findings and Suggestions

- A very high proportion of over 72 percent schools, 82 primary and 45 upper primary schools were established 10 years ago.
- In fact the construction of building of a fairly highest proportion of both primary and upper primary schools took place during ten years ago.
- A lowest proportion of 18 percent upper primary schools as against none of the primary schools were established 2 years ago. But the construction of building took place during 2 years ago constituted relatively lower at 14 percent for upper primary schools only.
- Above findings reflect about the larger extent of delay practices being extended in construction of school buildings have been resulting the backlog in construction of school buildings.
- There should be no delay in the construction of school buildings. The backlog of the construction of school buildings should be completed.

Table 3.1: Year of Establishment and Construction of Schools

Sl. No.	Period YEARS	Primary School		Upper Primary School		All School	
		Est.	Cons	Est.	Cons.	Est.	Cons.
1	Less than 2 Years (2006-07 to 2004-05)	0 (0.00)	0 (0.00)	4 (18.18)	3 (13.63)	4 (3.96)	3 (2.97)
2.	2Years to 5 years (2003-04 to 2001-02)	4 (5.06)	7 (8.86)	5 (22.72)	4 (18.18)	9 (8.91)	11 (10.89)
3.	5 year to 10 year (2000-01 to 1996-97)	10 (12.65)	14 (17.72)	3 (13.63)	0 (0.00)	13 (12.87)	14 (13.86)
4	10 years+ (Before 1995-06)	65 (82.27)	58 (73.41)	10 (45.45)	15 (68.18)	75 (74.25)	73 (72.27)
	Total No. of Schools	79 (100.00)	79 (100.00)	22 (100.00)	22 (100.00)	101 (100.00)	101 (100.00)

Source Field Survey SSA Programme, District Ambedkar Nagar

3.2 Availability and Utilisation of classrooms

Considering into account the details regarding the availability pattern and utilization of classrooms in both the categories of schools as presented in Table- 3.2 revealed that a highest majority of 23 percent primary schools and a little over 27percent upper primary schools had the availability of 4 classroom. A second majority of 23 percent upper primary schools and 17 percent primary schools had respectively 3 and 7 classrooms. However only 5 percent Upper primary schools had only one classroom but none of the primary schools were with a single classroom though there were 5 percent primary schools and 9 percent upper primary schools which had above 10 classrooms. But none of the upper primary school was found using more than 9 classrooms. Also a majority 41 percent primary schools and 18 percent upper primary schools were using 5 and 4 classrooms respectively. In all there existed a much larger inequality in the availability of classrooms and the utilization pattern of available classrooms among both primary and the upper primary schools. In detail, the under utilization of classrooms at primary school level was found mostly in cases which had the availability of over 4 classrooms, though 5 classrooms seems to be sufficient for this level. Similarly, 4 classrooms were noted sufficient to run the classes of upper primary level. In this sense 34 percent primary schools and 27 percent upper primary schools had inadequate numbers of classrooms to teach the children.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	nil	nil	1 (4.54)	nil
02	3 (3.80)	6 (7.59)		
03	6 (7.59)	10 (12.65)	5 (22.72)	11 (50.00)
04	18 (22.78)	21 (26.58)	6 (27.27)	4 (18.18)
05	12 (15.18)	32 (40.50)	4 (18.18)	2 (9.09)
06	12 (15.18)	6 (7.59)	2 (9.09)	2 (9.09)
07	13 (16.45)	2 (2.53)	2 (9.09)	1 (4.54)
08	2 (2.53)	1 (1.26)	1 (4.54)	nil
09	9 (11.39)	1 (1.26)	nil	nil
10+	4 (5.06)	0 (0.00)	2 (9.09)	2 (9.09)
No. of Total Schools	79 (100.00)	79 (100.00)	22 (100.00)	22 (100.00)

Source: Field Survey, SSA Programme District Ambedkar Nagar.

Findings and Suggestions

- A majority of over 23 percent primary schools and 27 percent upper primary schools had the availability of 4 classrooms and 5 classrooms respectively.
- There were 5 percent primary and 9 percent upper primary schools having more than 10 classrooms but none of the primary school as against 5 percent upper primary schools had one classroom. A majority primary schools had more than 5 classrooms but the availability of above 5 classrooms in primary school seems to be underutilized in most of the schools.
- Over 40 percent of the upper primary schools had the availability of above 4 classrooms but more than this numbers of classrooms are not being utilized fully.
- There should be the provision of providing at least 5 classrooms in primary schools and 4 classrooms in upper primary schools.
- Inequality in making the availability of classrooms among the school should be minimized.

3.3 Availability of Infrastructural Facility in the Schools

Based on information collected from the sample schools it revealed that the facility of playground for children was available in 43 percent primary schools and 64 percent upper primary schools. Also a significant proportion of nearly 67 percent primary and 82 percent upper primary schools had the availability of sport items. However the sports items were being used only in 57 percent primary and 77 percent upper primary schools. Surprisingly a very high proportion of over 78 percent primary schools as against 68 percent upper primary schools were not covered by any boundary wall. A very good performance was found achieved in providing the facility of blackboard in the class rooms, mats/furniture in both primary and upper primary schools as these were access in all the primary and 91 percent upper primary schools. Further it was found that a highest proportion of 77 percent primary schools and 64 percent upper primary schools were provided the facility of one verandah while 15 percent primary and 32 percent upper primary schools were lacking this facility. Table 3.3.

Table 3.3 Availability of Infrastructure in School

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	34 (43.03)	45 (56.96)	14 (63.63)	8 (36.36)	48 (47.52)	53 (52.47)
Boundaries	17 (21.51)	62 (78.48)	7 (31.81)	15 (68.18)	24 (23.76)	77 (76.23)
Availability of Sport Items	53 (67.08)	26 (32.91)	18 (81.81)	4 (18.18)	71 (70.29)	30 (29.70)
Proper availability of Mats/Furniture	79 (100.00)	0 (0.00)	20 (90.90)	2 (9.09)	99 (98.01)	2 (1.98)
Black Board in Class Rooms	63 (79.74)	16 (7.59)	22 (100.00)	0 (0.00)	85 (84.15)	16 (15.84)
Use of Sport Items	45 (56.96)	34 (43.03)	17 (77.27)	5 (22.72)	62 (61.38)	22 (21.78)
Schools without Verandah	12 (15.18)	67 (84.81)	7 (31.81)	15 (68.18)	19 (18.81)	82 (81.18)
Schools With one Verandah	61 (77.21)	18 (22.78)	14 (63.63)	8 (36.36)	75 (74.25)	26 (25.74)
Schools with More than one Verandah	6 (7.59)	73 (92.40)	1 (4.54)	21 (95.45)	7 (6.93)	94 (93.06)

Source: Field Survey, SSA Program Ambedkar Nagar UP

Findings and Suggestions

- A very small proportion of 22 percent primary and 32 percent upper primary schools were covered by boundary walls .
- The playground was available in 43 percent primary and 64 percent upper primary schools while the sports items were provided to 67 percent primary and 82 percent upper primary schools. But these were being used in only 57 percent primary and 77 percent upper primary schools.
- Only a small proportion of schools were lacking the facility of verandah, in fact 8 percent primary and 5 percent upper primary schools had the facility of two verandah.
- The provision should be to cover all the schools by the boundary wall for security reason.
- The facility of playground should be ensured to each of the schools. The facility of blackboard and mats/furniture is well access in a significant proportion of both the categories of schools.
- The facility of playground should be ensured on priority basis and the sports items should be provided to both the categories of schools.

3.4 Availability of Drinking Water Facility

Based on analysis presented in Table 3.4 it revealed that the facility of drinking water was available in all the upper primary as well as primary schools in the district. It further revealed that the facility of drinking water in both the categories of schools have been provided through the scheme of Swajaldhara, SSA and various other Government funds. However in a very high majority of 78.48 percent primary schools and 72.72 percent upper primary schools the drinking water facility was provided through the funds provided by the Government. However the drinking water facility through SSA scheme was created in lowest proportion of 2.53 primary schools and 18.18 upper primary schools. In remaining 18.98 percent primary schools and 9.09 percent upper primary schools the drinking water facility was made available through Swajaldhara scheme.

Table 3.4 Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes		No	Yes		No	Yes		No
Facility Availability	79(100.00)		0	22(100.00)		0	101		0
Scheme	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others
Drinking Water	15(18.98)	2(2.53)	62(78.48)	2(9.09)	4(18.18)	16(72.72)	17(16.83)	6(5.94)	78(77.22)

Source: Field Survey, Ambedkar Nagar, UP.

Findings and Suggestions

- All the upper primary and primary were provided with the drinking water facility.
- Merely 2.53 percent primary schools and 18.18 percent upper primary schools were provided the facility of drinking water through the SSA funds.
- The contribution of Swajaldhara scheme in providing such facility was in favor of nearly 18.98 percent primary schools and 9.09 percent upper primary schools.
- All the primary and upper primary schools should be provided the drinking water facility. For which the funds to be created through SSA Scheme.

3.5 Availability of Toilet Facility

Further the data presented in Table 3.5 indicates that the toilet facility was available in a very high proportion of 94.93 percent primary schools and 86.36 per cent upper primary schools. The access of this facility to girls was available in 78 per cent primary and 62 per cent upper primary schools while the common facility of toilet for girls and boys was available in 22 percent primary school and 38 percent upper primary schools. Over half of the toilets in primary and 53 percent toilets

in upper primary schools were constructed under the SSA programme, though the funds were also created from the TSS and other sources in this context. However the toilets in 6.67 per cent primary schools and 16.67 per cent upper primary schools were underutilized due to one or another reason. The creaking of doors and seats were the prominent reasons for not using toilets in the sample schools.

Table 3.5: Availability of Toilet facility

Particular	Primary Schools			Upper Primary Schools			Total		
	Yes		No	Yes		No	Yes		No
Facility Availability	75(94.93)		4(5.06)	19(86.36)		3(13.63)	94(93.06)		7(6.93)
Scheme	TSS	SSA	Others	TSS	SSA	Others	TSS	SSA	Others
Toilet	21(28.00)	38(50.66)	16(21.33)	2(10.52)	12(63.16)	5(26.32)	23(24.47)	50(53.19)	21(22.34)

Source: Field survey, SSA programme, District-Ambedkar Nagar , U.P.

Table 3.6: Reason for Non-use of Toilets

Reasons *	Primary	Upper Primary	Total
Toilets always Locked	nil	nil	nil
Shock pit Filled	nil	nil	nil
Door and Seats has Creaked	nil	2	2
Others	5	1	6
Total	5	3	8

Source; Field Survey, SSA Programme District Ambedkar Nagar UP

3.6 School Environment

Analysis related to prevailing school environment has been presented in Table 3.7. It was indicated that the school atmosphere in a majority of 93.67 percent primary schools and 90.90 percent upper primary schools have been good. However there was a serious problem appearing in the situation of ventilation in the classrooms of only 13.63 percent upper primary schools while the proper ventilation in classrooms was reported in all the primary schools. There was proper space in classrooms for sitting of children in 93.67 percent primary schools and 86.36 percent upper primary schools. But the health related facility for the children was provided only in 5.06 percent primary and 31.81 percent upper primary schools during the last 6 months.

Table 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	74 (93.67)	5 (6.32)	20 (90.90)	2 (9.09)	94 (93.06)	7 (6.93)
Proper ventilation in Classrooms	0 (0.00)	79 (100.00)	3 (13.63)	19 (86.36)	3 (2.97)	98 (97.02)
Proper Space in Class room for sitting to student	74 (93.67)	5 (6.32)	19 (86.36)	3 (13.63)	93 (92.07)	8 (7.92)
Schools provided health facilities last 6 month	4 (5.06)	75 (94.93)	7 (31.81)	15 (68.18)	11 (10.89)	75 (74.25)

Source; Field Survey SSA Programme District Ambedkar Nagar ,

Findings and Suggestions

- The problem of proper ventilation in the classrooms was reported in a very marginal proportion of 13.63 percent upper primary schools which need immediate intervention.
- The school atmosphere was rated quite significant in a overwhelming majority of 94 percent primary and 91 percent upper primary schools.
- Also the proper space for sitting of children in classrooms was available in about 94 percent primary and 87 percent in upper primary schools.
- Surprisingly only the children of 5 percent primary as against 32percent upper primary schools were provided the health related facility during the last 6 months.
- The provision of providing health care facility to the children should be ensured.
- Emerging Ventilation problem in the classrooms of primary schools need proper attention.

3.7 Condition of School Buildings

In regards to the existing condition of school building it was found that among primary schools the condition of a little over 37 percent and 52 percent of school building was respectively good and satisfactory while 11.39 percent buildings were in bad shape. On the other the condition of school building of 50 percent and 36.36 percent upper primary schools was respectively good and satisfactory while 11.88 percent of them were in bad condition.

Table 3.8: Condition of School Buildings

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	29 (36.70)	41 (51.90)	9 (11.39)	79 (100.00)
2	Upper Primary Schools	11 (50.00)	8 (36.36)	3 (13.63)	22 (100.00)
	Total	40 (36.60)	49 (48.51)	12 (11.88)	101 (100.00)

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The condition of only 11.39 percent building of primary and 13.63 percent upper primary schools was found in bad shape.
- Necessary initiatives should be taken for improving the condition of these school buildings.

3.8 Reasons for Bad Condition of School Buildings

Looking into the nature and reasons of bad condition of school building revealed that in a majority of 41.67 percent school buildings the cracking on the plaster at the walls has been seen as the main reason. In case of primary school buildings an equal proportion of 33.33 percent school buildings the cracking of roofs and plaster and other reasons happened to be the cause of bad condition while the cracking of plaster on the walls had adversely effected the condition of another 66.67 percent upper primary schools in the district.

Table 3.9: Reasons for bad Condition Schools

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary Schools	3 (33.33)	3 (33.33)	0	3 (33.33)	9 (100.00)
Upper Primary Schools	-	2 (66.67)	0	1 (33.33)	3 (100.00)
Total	3 (25.00)	5 (41.67)	0	4 (33.33)	12 (100.00)

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P

Findings and Suggestions

- Cracking of roof, plaster on the walls and other reasons as damage of flooring were noted against the bad condition of school buildings.
- The poor quality of material used in the construction and a long age of construction of school building might be the other important concern of the emerging cracks on the roofs, floors and walls of buildings.
- The emerging poor condition of school buildings should be taken care off. In the future proper verification of materials as used in construction of school building should be done.

CHAPTER-IV

TEACHER'S TRAINING AND ENVIRONMENT

4.0 In Position Teachers and Attendance

4.1 Primary Schools

Keeping into consideration the analysis presented in Table 4.1 it is indicated that there were glaring differences existing between the numbers of sanctioned positions for different categories of teachers and the actual numbers of teachers presently working in primary schools in the district. The proportion of presently working teachers to total sanctioned teachers was accounted for 77.26 percent. In fact this proportion was as lower as only 62.45 percent for assistant teachers and it was 93.67 percent for head masters and 97.16 percent for Shiksha Mitra. Average sanctioned teachers per school were quite significant to 6.29 but this average number of presently working teachers stood only 4.86. More striking features which emerging were that in spite of a significant short fall in the working teachers per primary school the absenteeism rates among teachers was very high at over 17 percent. Even this rate was found as higher as 23 percent among Assistant Teachers followed by 18 percent among Shiksha Mitra though it was lowest at 5 percent among Head Masters. Among the Head Masters all the 4 absent teachers had taken leave for some reason. However among the 37 absentee assistant teachers, a highest proportion 51.35 percent and another 27 percent were absent due to some school related extra work. While 12 percent of them were absent without taking any prior permission of leave. The Shiksha Mitra were found absent largely without indicating any reason and due to sickness reports while 20 percent had taken leave. There were 13.51 percent assistant teachers reported as habitual absentees.

Findings and Suggestions

- A fairly significant difference was found emerging in number of sanctioned teachers and presently working teachers, especially in case of assistant teachers in primary schools.
- The proportion of presently working teachers to total number of sanctioned teacher accounted only 77.26 percent, even it was only as low at 62 percent for assistant teachers.
- Per primary school numbers of working teachers was only 4.86 as against the sanctioned numbers of around 6.29 teachers.
- A more striking features were that in spite of a very low number of teachers presently appointed in the primary schools the rate of absenteeism among them accounted very high at over 17, even it was as higher at over 21 percent among assistant teachers and 18 percent among Shiksha Mitra, though it was nearly 5 percent among Head Masters.
- A highest proportion of 42.42 percent teachers, largely head masters and assistant teachers were absent with prior permitted leave from the schools and a large number of 48 percent Shiksha Mitra were absent without giving any reason.
- The vacant positions of teachers should be filled as soon as possible to avoid the suspension of teaching/ closer of schools as being held in many schools.
- Proper mechanism should be initiated for checking the presence of teachers so as to minimize the rates of absenteeism among teachers.
- Surprise visits should be made by the Inspector of schools to ensure the presence of teachers in schools.

Table 4.1: Teachers and Their Attendance in Primary Schools

Sl. No	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	79 (100.00)	277 (100.00)	141 (100.00)	497 (100.00)
2	Average No. Of Teachers Sanctioned Per School	1.00	3.51	1.78	6.29
3	No. Of Teachers Working In The Schools	74 (93.67)	173 (62.45)	137 (97.16)	384 (77.26)
4	Average No. Of Teachers Working Per-Schools	0.94	2.18	1.73	4.86
5	No. Of Teachers Found Present On The Day Of Visit	70 (94.59)	136 (78.61)	112 (81.75)	318 (82.81)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.88	1.72	1.42	4.02
7	<u>Reason Of Absenteeism</u>		2		2
	A. Training		(5.40)		(3.03)
	B. Sickness		2 (5.40)	5 (20.00)	7 (10.60)
	C. For Salary				
	D. School Related Extra Work		10 (27.02)	3 (12.00)	13 (19.69)
	E. On Leave	4 (100.00)	19 (51.35)	5 (20.00)	28 (42.42)
	F. Others (Without Reason)		4 (10.81)	12 (48.00)	16 (24.24)
	Total	4 (100.00)	37 (100.00)	25 (100.00)	66 (100.00)
8	Habitual Absentee		5 (13.51)		5 (7.57)

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P

4.2 Upper primary Schools

Concerning to the upper primary schools the differences between the number of sanctioned teachers and the actually working numbers of teachers also appeared very large. Since the proportion of actually working teachers against the sanctioned teachers was indicated only 50 percent. consisting, 58.78 percent for Assistant teachers and 95.45 for head masters.. Among the working teachers only 84.26 percent of teachers were found present in the schools on the day of survey. However there were all the working head masters present in the school and the absenteeism was 20 percent among the assistant teachers on the day of our visits in sample schools.. Looking into the attendance registers of the teachers and enquiring among the present teachers it revealed that a majority of 71 percent teachers were absent without indicating any reason of their absenteeism in the schools while a second majority of 18 percent absentees were sick.

Findings and Suggestions

- It was indicated that a very large proportion of 50 percent teachers, consisting 5 percent Head Masters and 41 percent Assistant Masters were vacant in surveyed upper primary schools.
- The rate of absenteeism was found only in case of assistant teachers at 20 percent while none of the Head Masters was absent on day of the visit of the research team in the sample schools.
- A overwhelming majority of 71 percent teachers were absent without giving any reason of their absent from the school while 12 percent teachers were habitual absentees.
- The absenteeism of teachers should be minimized through making a provision of surprise monitoring of the schools by the inspector of schools.
- The vacant position of teachers should be filled immediately.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl.No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	22(100.00)	148(100.00)	216(100.00)
2	Average No. of teachers sanctioned per schools	1.00	6.72	9.81
3	No. of teachers working in the schools	21(95.45)	87(58.78)	108(50.00)
4	Average No. of teachers working per schools	0.95	3.95	4.90
5	No. of teachers found present on the day of visit	21(100.00)	70(80.45))	91(84.26)
6	Average No. of teachers found present on the day of visit per schools	0.95	3.18	4.14
7	<u>Reason of Absenteeism:</u>			
	a. Training	nil	nil	nil
	b. Sickness	nil	2(11.76)	2(11.76)
	c. For salary	nil	nil	nil
	d. School related extra work	nil	3(17.64)	3(17.64)
	e. On leave	nil	nil	nil
	f. Others (Without Reason)	nil	12(70.59)	12(70.59)
	Total	nil	17(100.00)	17(100.00)
8	Habitual Absentees	nil	2(11.76)	2(11.76)

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P.

4.3 Teacher's Training

In regards to the availment pattern of different subjects of training among the teachers of sample schools was concerned it was found that about 45 percent teachers, consisting of a little over 53 percent primary teachers and merely 16 percent upper primary teachers reported to have availed at least some type of training. Among the trained teachers a very high proportion of 88 percent primary as against 29 percent upper primary teachers had received the training of teaching learning. Among upper primary teachers a highest proportion of 41 percent teachers had availed the orientation training. In addition 29 percent upper primary teachers received the training of computer. In most of the cases the venue of training has been at BRC and DIET. The teachers involved in providing training were also largely from the same offices. Almost all the primary and upper primary teachers were satisfied with the training inputs provided in different types of trainings. The duration of training for a highest proportion of 33 percent primary and 59 percent upper primary teachers was reported for 1 to 3 days and 4 to 15 days respectively.

Findings and Suggestions

- It was reported that nearly 45 percent teachers, 53 percent primary and 16 percent upper primary teachers availed the different subjects of training. Different types of training were provided to nearly 94 percent primary and all the upper primary teachers.
- A very large proportion of 72 percent primary and 77 percent upper primary teachers availed the training of teaching learning
- Only 16 percent upper primary and 28 percent primary teachers received the training of computer and EMIS respectively.
- The venue of training had been mainly at BRC for 79 percent teachers and DIET for 7 percent teachers.
- The trainers were also mainly from BRC and DIET.
- The duration of training for a majority of primary teachers was organized for 1 to 3 days and 4 to 15 days for upper primary teachers.
- Almost all the teachers of both primary upper primary teachers were satisfied with training inputs.
- The focus of training should center around to teach practical aspects rather to concentrate only on theoretical aspects.
- There should be no delay in submitting the list of eligible teachers for different types of training to the DIET from the part of BSA Office.
- The training modules should be updated frequently.
- Maximum numbers of teachers should be covered in each subject of training.
- Looking the paucity of the number of teaching staff available in schools the training should mainly be organized during holidays so that the school may remain open and teaching work do not suffer.

Table-4.3: Teacher's Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Types of Training			
	a. Teaching Learning	180 (88.23)	5(29.41)	185(83.71)
	b. Library	NA	NA	NA
	c. Computer	NA	5(29.41)	5(2.26)
	d. Other	24(11.76)	7(41.17)	31(14.03)
	e. Total	204(100.00)	17(100.00)	221(100.00)
2	Training Venue			
	a. DIET	45(22.06)	12(70.59)	57(25.79)
	b. BRC	150(73.52)	5(29.41)	155(70.14)
	c. NPRC	6(2.94)	NA	6(2.71)
	d. Other	3(1.47)	NA	3(1.35)
	e. Total	204(100.00)	17(100.00)	221(100.00)
3	Trainers			
	a. DIET faculty	45(22.06)	12(70.59)	57(25.79)
	b. BRC Coordinator	150(73.52)	5(29.41)	155(70.14)
	c. NPRC Coordinator	6(2.94)	NA	6(2.71)
	d. Other	3(1.47)	NA	3(1.35)
	e. Total	204(100.00)	17(100.00)	221(100.00)
4	Satisfied with training inputs	204(100.00)	17(100.00)	221(100.00)
5	Not satisfied with training inputs			
6	Duration of training			
	a. 1 to 3 days	67(32.84)	3(17.65)	70(31.67)
	b. 4 to 6 days	25(12.25)	5(29.41)	30(13.57)
	c. 7 to 15 days	10(4.90)	5(29.41)	15(6.78)
	d. Up to 30 days	2(0.98)	4(23.52)	6(2.71)

Source: Field survey, SSA programmed, District Ambedkar Nagar, U.P.

4.4 Enrolments and Attendance

Based on information obtained among the sample schools it indicated that the total number of children enrolled in primary and upper primary schools upto September 2007 were 19714 and 6546 respectively. Among them the proportion of girls was found leading to boys in both primary and upper primary schools. Also this number of enrolled children in both primary and upper primary schools was a little higher as compared to their number was mentioned in the school registers. Out of the enrolled children in primary schools the proportion of both boys and girls present in schools was a little over 65 percent on the day of our visits in sample schools. But in upper primary schools the proportion of this present children on the day of our visit constituted at 66 percent ,though it was relatively higher for girls as compared to boys.

Table 4.4: **Enrollment and Presence of Students**

Sl. No	Particulars	Total No of Students up to Sep.30, 2007	No of Enrolled Students according to register	No of present students according to the register	No of students present in the date of Visit	No of schools having low attendance
	<u>Primary School:</u>					
	No. of boys	9410	9226(100.00)	6143(66.58)	5999(65.02)	
	Average no. of boys per schools	119.11	116.78	77.76	75.94	
	No. of Girls	10304	10205(100.00)	6918(67.79)	6907(67.68)	67
	Average no. of girls per Schools	30.43	129.17	87.56	87.43	
1	No. of total Students	19714	19431(100.00)	13061(67.21)	12906(66.41)	
	Average no. of students per school	249.54	245.96	165.32	163.36	
	<u>Upper Primary Schools:</u>					
	No. of boys	3186	3090(100.00)	2135(69.09)	2008(64.98)	
	Average no. of boys per schools	151.71	147.14	101.67	95.62	
	No. of Girls	3360	3312(100.00)	2701(81.55)	2220(67.02)	15
	Average no. of girls per Schools	160	157.71	128.62	105.71	
2	No. of total Students	6546	6402(100.00)	4836(75.53)	4228(66.04)	
	Average no. of students per school	311.71	304.85	230.28	201.33	

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- Among the children enrolled till September 2007 the proportions of girls were relatively higher than the boys in both primary and upper primary schools.
- A very high proportion of about 36 percent students each in upper primary schools and primary schools were found absent in the schools on the day of the visit of research team in sample schools.
- The proportion of absentee students was again higher among boys as compared to girls in both primary and upper primary schools.
- There were 67 primary and 15 upper primary schools wherein the present of students was rated to be low.
- The VECs should be committed to maximize the retention rates of children and to maintain the regularity of teachers in attending classes in schools.
- In this context ensuring the presence of teachers in the schools will certainly prove an important initiative.

4.5 Reasons of Absenteeism Among Children

Regarding enquiring about the reasons for being absent of students from schools as presented in Table 4.5 indicated that the involvement of children in their family's agricultural activities and their participation in local fairs/markets together was forcing a highest proportion of 71 percent children to be absent in the school. Discrimination in available facilities in schools, participation of in social ceremonies and involvement of children in looking after their young brothers and sisters and animals were also restricting the presence of 28 percent primary school children. Also a very large number of 40 percent upper primary schoolchildren were reported being absent due to some other reasons as their involvement in looking after their young brothers /sisters and animals at home.

Findings and Suggestions

- The absenteeism of children was found in 67 primary schools and 15 upper primary schools. Among primary school children a highest proportion of 37 percent children remained absent due to their participation in agricultural activities while a highest proportion of 33 percent children of upper primary school children were absent due to their participation in local fair and markets
- Looking after the young sisters/brothers and animals were noted restricting the presence of the children of a very high proportion of 40 percent upper primary schools.
- Other important reasons of absenteeism of children have been such as their participation in local festivals and social ceremonies, discrimination of school facilities and lack of education among the parents.
- The emerging problem of unprecedented increasing absenteeism of children can be minimized through involving VECs and Teachers for holding the parents meeting against it.

Table 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	25(37.31)	4(26.66)	29(35.36)
2	Local Fairs/Markets	24(35.82)	5(33.33)	29(35.36)
3	Discrimination in Facilities	1(1.50)	NA	1(1.21)
4	Occasion (social ceremonies)	7(10.44)	NA	7(8.53)
5	Lack of Education	1(1.50)	NA	1(1.21)
6	Due to New School	NA	NA	NA
7	Other	9(13.43)	6(40.00)	15(18.29)
	Total	67(100.00)	15(100.00)	82(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar

Findings and Suggestions

- The contribution of schools in improving the attendance of students was reported in favor of 87.34 percent primary and 86.36 percent upper primary schools.
- The contribution of VEC's in this context was reported in 77 percent primary and 64 percent upper primary schools.
- The PTAs were reported making a little efforts as compared to VECs and schools themselves as the PT's initiatives in this regard was noted in case of 43 percent primary and 45 percent upper primary schools.
- The VEC's and PTA's should contribute a active role in motivating the parents to make best possible efforts to send their wards in school so as to improve the retention rate of children.

4.6 Efforts for Improving Student's Attendance

Looking into the extent of initiatives undertaken by schools, VECs and PTAs for improving the attendance of students in schools it revealed that a little over 87 percent primary schools and 86 upper primary schools were reported to have made at least some efforts for improving the attendance of students at school through interacting with parents and some other measures. However the efforts of VEC's and PTA's in this direction was reported in case of 74.26 percent and 43.56 percent schools respectively.

Table 4.6: **Efforts Made for Improving Students' Attendance**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>Efforts made by the schools:</u>			
	a. Interactions with parents	66(95.65)	18(94.73)	84(95.45)
	b. Through Information Notice	0	0	0
	c. Other	3(4.34)	1(5.26)	4(4.54)
	d. Total	69(100.00)	19(100.00)	88(100.00)
2	<u>Efforts made by V.E.C.:</u>	0	10(71.42)	10(13.33)
	a. Awareness in Community			
	b. Meeting of VEC	52(85.24)	0	52(69.33)
	c. Others	9(14.75)	4(28.57)	13(17.33)
	b. Total	61(100.00)	14(100.00)	75(100.00)
3	<u>Efforts made by P.T.A.:</u>			
	a. Interaction with parents	5(14.70)	1(10.00)	6(13.63)
	b. Regularly Meeting of P.T.A.	13(38.23)	3(30.00)	16(36.36)
	c. Distribution of Facilities	1(2.94)	0	1(2.27)
	d. Other	15(44.11)	6(60.00)	21(47.72)
	e. Total	4(100.00)	10(100.00)	44(100.00)

Source :Field Survey, SSA Programme, District Ambedkar Nagar, UP

4.6 Achievement Level of Students

In view of assessing the achievement level of both primary and upper primary school children the written and reading tests of a sample of children studying in different classes was undertaken in the subjects of Hindi, English and Maths in each of the sample schools. Considering into account to Table 4.7(a) it revealed that the implementation of grading system has been well implemented in each of the sample primary and upper primary schools. Also the testes were undertaken as per the norms provided to them.

Table 4.7 (A): **Grading System is Schools**

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	Test of Student according Norms in School	79	22	101
2	Implementation of Grading System in School	79	22	101

Source: Field Survey, SSA Programme, District - Ambedkar Nagar, U.P.

(a) **Primary Schools;** Based on the tests undertaken among the students of selected primary schools to assess the achieved performance in different subjects it was found that in Hindi only 1.26 percent students in reading and 17.72 percent in writing secured A grade while none of the students secured A grade in English reading as against 29 percent secured same grade in English

writing. In the subject of Maths, 25.31 percent students secured A grade while a highest proportion of 28 percent students secured D grade . In both reading and writing of Hindi a highest proportion of 35 percent and 30 percent students respectively achieved D grade. In English reading a highest proportion of 30 percent students achieved D grade followed by 27 percent students with C grade .In English writing the highest proportion of 29 percent students achieved B grade followed by 24 percent with D grade. Again In Maths also a highest proportion of 28 percent students achieved D grade. Notably a very high proportion of 27 percent and 22 percent children achieved E grade in reading English and writing Hindi respectively.

Table 4.7 (B): **Achievement Level of Student's in Primary Schools**

Achievement Level	Hindi		English		Mathematics
	Reading	Writing	Reading	Writing	Writing
'A' (75% and Above)	1 (1.26)	14 (17.72)	0	23 (29.11)	20 (25.31)
'B' (60% - 74%)	16 (20.25)	18 (22.78)	20 (25.31)	18 (22.78)	15 (18.98)
'C' (50% - 59%)	25 (31.64)	6 (7.59)	13 (16.45)	7 (8.86)	11 (13.92)
'D' (33% - 49%)	28 (35.44)	24 (30.37)	25 (30.37)	19 (24.05)	22 (27.84)
'E' (0% - 32%)	9 (11.39)	17 (21.51)	21 (26.58)	12 (15.18)	11 (13.92)
'F' (0%-0%)-	-	-	-	-	-
Total	79 (100.00)	79 (100.00)	79 (100.00)	79 (100.00)	79 (100.00)

Source: Field Survey, SSA Programme, District – Ambedkar Nagar, U.P.

Findings and Suggestions

- Achievement level of a significant proportion of 29 percent students was rated A grade in English writing and the proportion of students who achieved same grade in Maths and Hindi writing was also significant at 25 percent and 18 percent respectively.
- However a highest proportion of students achieved D grade in Hindi reading (35 percent), Hindi reading (30 percent), English reading (30 percent) and Maths (28 percent).
- A significant proportion of 27 percent and 22 percent students also achieved E grade in English reading and Hindi writing respectively.
- Achievement level among students can be further improved through regularization of teaching work which is possible if all the vacant position of teachers are to be filled and the attendance of teachers in schools is ensured.

Table 4.7(c): **Achievement Level of Students in Upper Primary Schools**

Sl. No	Achievement Level (%)	English		Hindi		Maths	Science
		Reading	Writing	Reading	Writing		
1	A(75+)	-	4 (18.18)	-	1 (4.54)	1 (4.54)	7 (31.82)
2	B(60-74)	6 (27.27)	5 (22.72)	6 (27.27)	5 (22.72)	-	5 (22.72)
3	C(50-59)	1 (4.54)	1 (4.54)	7 (31.82)	3 (13.64)	1 (4.54)	2 (9.09)
4	D(33-49)	6 (27.27)	3 (13.64)	8 (36.36)	9 (40.91)	4 (18.18)	3 (13.64)
5	E (1-32)	9 (40.91)	8 (36.36)	1 (4.54)	4 (18.18)	12 (54.55)	5 (22.72)
6	F (0)	-	1 (4.54)	-	-	4 (18.18)	-
TOTAL		22 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)

Source; SSA Programme BSA. District Ambedkar Nagar, UP.

(b) **Upper Primary Schools;** At the level of upper primary schools the performance of students was noted quite satisfactory in science in 32 percent schools. However only 18 percent and 5 percent schools was graded in writing of English and Hindi respectively. In English reading, the students in a highest proportion of 41 percent schools achieved E grade. Also another 37 percent schools achieved the same grade in English reading. In Maths also, the poor E grade was achieved in a majority of 55 percent schools. In case of reading and writing of Hindi the achievement level of students was found satisfactory respectively in 95 percent and 82 percent schools. In English the achievement level of students in 59 percent schools was satisfactory in both reading and writing. However in Maths the permanence of students in a very large proportions of 73 percent schools was found unsatisfactory.

Findings and Suggestions

- The performance of students in a very small proportion of schools was graded as A.
- The performance of students in a larger proportion of schools was found quite satisfactory in reading and writing of Hindi and science as well.
- The performance of students in a very large proportion of 73percent schools was found very unsatisfactory in the subject of Maths.
- The performance of a larger proportion of 59 percent schools was rated unsatisfactory in both wring and reading English.
- Ensuring the presence of teachers in schools and taking classes regularly would be necessary for achieving better educational performance among the students.
- The strength of teachers as per their sanctioned numbers should also be maximized to achieve this goal.

4.8 Behavior of Students

An assessment into the details of the type of behavior the students were maintaining with their teachers revealed that only 5.94 percent of students, comprising the students of 5.06 percent primary and 9.09 percent upper primary schools were maintaining bad behavior with the teachers. Otherwise a highest proportion of 76 percent primary and 55 percent upper primary school students were maintaining satisfactory behavior. Also about 19 percent primary and 36 percent upper primary students were maintaining good behavior with their teachers.

Table 4.8: Behavior of Students

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	15(18.98)	8(36.36)	23(22.77)
2	Satisfactory	60(75.95)	12(54.55)	72(71.29)
3	Bad	4(5.06)	2(9.09)	6(5.94)
	Total	79(100.00)	22(100.00)	101(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, UP

Findings and Suggestions

- The behavior of a high majority of 71 percent students, consisting 76 percent primary and 55 percent upper primary schools students was quite satisfactory with their teachers.
- In fact another 19 percent primary and 36 percent upper primary students were maintaining good behavior with their teachers.
- Only 6 percent students, 5 percent primary and 9 percent upper primary schools were maintaining bad behavior with their teachers.

4.9 Enrolments of Students with More or less Age and Left-Outs

(a) **Students with more or less age;** It revealed that in a significant numbers of 46.83 percent primary schools and 31.82 percent upper primary schools the enrolment of children was not undertaken according to age specific norms. Out of the total enrolled children in primary schools, the proportion of them with less and more age group were 0.71 percent and 0.34 percent respectively. The corresponding ratio for students enrolled in upper primary schools was 0.09 percent and 0.23 percent respectively. Average number of enrolled students with less and more age per primary school constituted to 8.62 and 3.19 respectively while in upper primary schools the corresponding average for both less and more age group students was 3 in numbers.

(b) **Left-Out Students;** In terms of the situation of left-out of children from schools was concerned it was found that there were the left-outs of 1.50 percent students in primary and 1.30 percent in upper primary schools .Out of which 88.81 percent among the students of primary schools and 63.53 percent of upper primary students were still studying in other schools. However among them the proportion of boys were comparatively higher than the girls in relation to both

primary and upper primary schools. Thus the actual number of students left out schools accounted for 11 percent for primary and 36 percent for upper primary schools left out students. Again the proportion of actually left out students among girls were remarkably much higher as compared to boys for both primary and upper primary schools. The details are presented in Table- 4.9 (b)

Table 4.9 (A): **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	138 (0.71)	67 (0.34)	6 (0.09)	15 (0.23)
2	No. of Schools with less or more age student	16 (20.25)	21 (26.58)	2 (9.09)	5 (22.73)
3	Average no. of enrolled student with more or less age per school	8.62	3.19	3.00	3.00

Source: Field Survey, SSA Programme, District Ambedkar Nagar, UP

Findings and Suggestions

- In 47 percent primary and 32 upper primary schools the enrolment of students were not undertaken as per prescribed norms of age.
- Average numbers of enrolled students with more or less age per school were 8.62 percent and 3.19 percent in primary schools while the proportion of such students in upper primary schools was 3 percent .
- The left-out rates among boys were fairly higher than among girls in both primary and upper primary schools.
- The percentage of left-out students was 1.50 percent in primary schools and 1.30 percent in upper primary schools.
- A very high proportion of 88.81 percent primary schools as against 63.53 percent upper primary left –out students were studying in other schools.
- The net left out students were 11 among primary and 36 percent among upper primary school students. Among them the proportion of girls was leading to boys in both the level of education.
- Reduction in incidence of left-out and retention of students can be better achieved through bringing awareness among parents by both teachers and VEC members.

Table 4.9(B) **Left-out Students During the Study**

Sl No	Particulars	Primary School			Upper Primary School		
		Boys	Girls	Total	Boys	Girls	Total
1	No. of Students Enrolled On Sept.30,2007	9410 (100.00)	10304 (100.00)	19714 (100.00)	3186 (100.00)	3360 (100.00)	6546 (100.00)
2	No. of Students as Per Register in the day of Visit	9226 (98.04)	10205 (99.03)	19431 (98.56)	3090 (96.99)	3312 (98.57)	6402 (97.80)
3	Left Out Students	209 (2.22)	86 (0.83)	295 (1.50)	53 (1.66)	32 (0.95)	85 (1.30)
4	Left out Students Studying in Other School	193 (92.34)	69 (80.23)	262 (88.81)	36 (67.92)	18 (56.25)	54 (63.53)
5	Net Students Left Out	16 (7.65)	17 (19.77)	33 (11.19)	17 (32.18)	14 (43.75)	31 (36.47)

Source: Field Survey SSA Programme BSA District Ambedkar Nagar UP.

4.10 Children with Special Needs (CWSN)

As per the child survey report of the sample villages there were 209 children with Special Needs. Among them 173 children were in primary school going age group and 36 children were in the upper primary school going age group. Among the primary school age group of children the proportion of boys and girls was 66.47 percent and 33.53 percent respectively and it was 64 percent for boys and 36 percent for girls in upper primary age group of children. Among the identified disabled children the proportion of them enrolled in primary and upper primary schools were 66 percent and 89 percent respectively. Similarly, in upper primary schools over 88.89 percent of identified disabled children, comprising 87 percent boys and 92 percent girls were enrolled. In terms of the types of disability of children it revealed that a highest proportion of over 56 percent of them were disabled with legs followed by 43 percent in cases of hearing, speaking etc. and a lowest of 0.6 percent with hand.

Table 4.10: Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	TOTAL
1	No. of Disabled Children Identified in the Village			
	Boys	115 (66.47)	23 (63.89)	138 (66.03)
	Girls	58 (33.53)	13 (36.11)	71 (33.97)
	Total	173 (100.00)	36 (100.00)	209 (100.00)
2	Enrolled disabled children			
	Boys	68 (59.13)	20 (86.96)	88 (63.77)
	Girls	47 (81.03)	12 (92.31)	59 (83.10)
	Total	115 (66.47)	32 (88.89)	147 (70.33)
3	Types of disability among enrolled students			
	Legs	55 (47.83)	28 (87.50)	83 (56.46)
	Hand	0	1 (3.13)	1 (0.68)
	Legs and Hand Both	0	0	0
	Others (hearing, speaking etc).	60 (52.17)	3 (9.38)	63 (42.86)
	Total Disabled Students	115 (100.000)	32 (100.00)	147 (100.00)

Findings and Suggestions

- The total number of children identified for special needs were 209; among them 173 children were in primary and 36 children were upper primary school going age group. Among them the proportion of boys was fairly much larger than the girls in both primary and upper primary school going age groups.
- Out of these identified disabled children 66 per cent children in primary and 89 per cent in upper primary schools were enrolled. In fact this proportion of enrolled disabled children among girls was significantly higher than the cases of boys in both primary and upper primary schools.
- A highest proportion of 56 percent children were disabled by legs and another 43 percent were by hearing speaking etc;
- The aids and appliances were not found distributed among the disabled children in any schools.
- Aids and appliances should be provided to all enrolled disabled children.

4.11 Distribution of Free Text Books

It was revealed that the free text books were made available to all the castes groups of children enrolled in both primary and upper primary schools. However in 18 percent schools consisting of 19 percent primary and 14 percent upper primary schools the distribution of text books was delayed mainly on account of late supply of books from the BSA Office. And in remaining 82 percent schools, 81 percent primary and 86 percent upper primary schools the books were distributed timely. Almost all the enrolled children in both primary and upper primary schools received the free text books.

Table 4.11: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary Schools	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	9226 (47.49)	3090 (48.27)	12316 (47.67)
	Girls	10205 (52.52)	3312 (51.73)	13517 (52.33)
	Total	19431 (100.00)	6402 (100.00)	25833 (100.00)
2	No. of Schools in which book distribution delayed	15 (18.98)	3 (13.64)	18 (17.82)
3	No. of Schools in which book distribution have been done timely	64 (81.01)	19 (86.36)	83 (82.18)
4	Total No of schools in which book distributed	79 (100.00)	22 (100.00)	101 (100.00)
5	<u>Reason for delay in text book distribution:</u>			
	a. Delay delivery from district office	10 (66.67)	3 (100.00)	13 (72.22)
	b .Less availability of books	1 (6.67)	nil	1 (5.56)
	c. Others	4 (26.67)	nil	4 (22.22)
	Total	15 (100.00)	3 (100.00)	18 (100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, UP.

Findings and Suggestions

- The distribution of free text books was carried out in timely in a large proportion of 82 percent schools, 81 percent primary and 86 percent upper primary schools.
- Irrespective of delay supply of books in 18 percent schools, 19 percent primary and 14 percent upper primary schools all the enrolled children in both primary and upper primary schools were provided free text books.
- Delay in supply of text books from BSA Office was reported by a majority of both primary and upper primary schools.

CHAPTER - V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid –Day Meal in Schools

It was revealed that the mid-day meal programme was being implemented quite successfully in almost the primary schools in the district. Visiting to sample primary schools it was indicated that the menu was displayed on the wall of all the 79 sample primary schools. However the striking features which emerges was that the food was not being supplied according to menu in 30.38 percent schools. Of course the green vegetables in food were available in 68.35 percent schools. Untimely supply of food items from the part of Pradhan, inaccessibility to market facility for purchasing required food items etc. were reported as the major reason for not cooking food according to menu by 79 percent schools. Non- availability of food items was reported by a second majority of 29 percent schools as a reason for not cooking food according to menu. A small numbers of 106 children were found bringing lunch in the school. On an average 1.34 students per school were bringing lunch in the school.

On the day of the visit of the research team in various sample primary schools it was indicated that a total of 11472 students had taken mid day meal before one day from the visit of the team. Average student beneficiary per school on that day were estimated to around 145 students. However according to the registers of schools, the number of students taken food on the day of the visit of research team were relatively higher at 11869 students. In this manner the numbers of students per school in this regard was estimated to 150 students. Thus the average headcount accounted to about 150 students per school [Table 5.1 (a)].

Table-5.1 (A): Details about Mid Day Meal in Schools

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	79(100.00)
2	No. of Schools in which menu have not written on wall	0
3	No. of Schools in which food supplied to the students according to menu	55(69.62)
4	No. of Schools in which food have not supplied to the students according to menu	24(30.38)
5	No. of schools in which green vegetables available in food	54(68.35)
6	No. of schools in which green vegetables have not available in food	25(31.65)
7	Reasons for not cooking food according to menu	
	a. None availability of food items	5(20.83)
	b. Lack of utensils	nil
	c. Others(untimely supply by Pradhan, inaccessibility to market etc.)	19(79.17)
8	No. of students bring lunch from home	106
9	Per school Average No. of students bring lunch from home	1.34
10	No. of beneficiaries before one day from visit	11472
11	Average No. of beneficiaries before one day from visit per school	145.22
12.	No. of students taken food on the day of visit	
	a. According to register	11869
	b. Average According to register	150.02
	c. Head counts	11822
	d. Average Head counts	149.64

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P.

Through the verification of registers and enquiring among children it was further found that in over 63.29 percent schools the food was given according to menu and in a significant numbers of 90 percent schools the students were happy with the quality of food supplied to them on the day of the visit of research team in sample schools. In terms of quantity of food supplied to the children, it revealed that in nearly 89 percent schools the children were happy with this. The lack of quality and inadequate quantity of food available were reported as the reasons of student's dissatisfaction of students over the mid meal. Almost all the children were reported bringing utensils from their home to avail mid day meal in the school. Among the cooks the proportion of females was much higher than the males. Table 5.1 (b)

Table-5.1 (B): Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	50(63.29)
2	No. of schools in which food have not been given according to menu	29(36.71)
3	No. of schools in which students are happy with the quality of food	71(89.87)
4	No. of schools in which students are not happy with the quality of food	8(10.13)
5	No of schools in which students are happy with the quantity of food	70(88.61)
6	No of schools in which students are not happy with the quantity of food	9(11.39)
7	<u>Reasons for the students are not happy with the Mid Day Meal:</u>	
	a. Food have not been cooked according to menu	nil
	b. Lack of quality	8(47.06)
	c. Lack of Quantity	9(52.94)
	d. Others	
8	No of Schools in which students bring the utensils from the home	79(100.00)
9	No. of male cooks in the schools	47(35.61)
10	No. of female cooks in the schools	85(64.39)

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The mid- day meal programme was being implemented in all the primary schools.
- The menu was written in the walls in all the schools but the food was being supplied to students according to menu in 70 percent schools.
- However the green vegetables were hardly being supplied in a very high proportion of schools.
- A significant proportion of 89 percent students were happy with the quality of food being supplied to them.
- Untimely supply of food items by Pradhans and inaccessibility to market were the main reason behind not cooking food according to menu.
- Availability of inadequate quantity and low quality of food supplied to the children were the main reasons over the dissatisfaction of children with mid-day meal programme.
- A good numbers of students were reported to had taken food on the day of our visit in schools.

Table 5.2: Status of Cooks under MDM

No.	Particulars	Numbers
1	<u>Social Categories of Cooks:</u>	
	a. Schedule Caste	9(6.81)
	b. OBC	114(86.36)
	c. Minority	nil
	d. Others	9(6.81)
2	No of School in which cooks have been paid regularly	59(74.68)
3	No. of schools in which cooks have not been paid regularly	20(25.32)
4	Average amount for cooks have been paid per month (Rs)	655

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P.

5.2 Social Status of Cooks

Enquiring about the details of the social status of cooks engaged in mid-day meal program it revealed that out of 132 cooks engaged in mid day meal program in 77 primary schools a highest proportion of 86.36 percent of them belonged to the community of backward caste followed by 6.81 percent each of scheduled castes. On an average the cooks were paid the monthly salary of Rs. 655. However only 74.68 percent cooks were paid their salary regularly.

5.3 Infrastructure of Mid-Day Meal Programme

In terms of the availability of different infrastructural facilities for the implementation of MDM. program was concerned it was found that the kitchen facility for cooking mid day meal was available in 92.41 percent schools. and in a sizeable proportion of 7.59 percent schools the mid day meal was being prepared on the open ground of the school. However the safe drinking water facility and the utensils for cooking food were available in all the sample primary schools. The food items were generally being stored at the residence of Pradhans and at schools. The registers of MDM were properly maintained in a majority of 95 percent schools. In a very high proportion of 81 percent schools the wood and agricultural waste was being used in cooking of food. The funds for purchasing the utensils was largely created from the SSA grant in over 91 percent schools.

Table 5.3: Infrastructure of MDM Programme

Sl. No.	Particulars	Numbers
1	No of school with kitchen	73(92.41)
2	No of school without kitchen	6(7.59)
3	<u>Venue for cooking in which schools kitchen have not been constructed</u>	
	a. Open ground	6
	b. Cooked form outside	0
	c. Others	0
4	No. of schools with availability of safe drinking water	79(100.00)
5	No. of schools without availability of safe drinking water	0
6.	<u>Place for food item storage</u>	
	a. In school	11(13.920)
	b. At Pradhan's residence	64(81.01)
	c. At PDA shop	3(3.79)
	d. Others	1(1.26)
7.	No. of schools with proper register for MDM	75(94.94)
8	No. of schools without proper register for MDM	4(5.06)
9	No of schools with required utensils in kitchen	79(100.00)
10	No of schools without required utensils in kitchen	0
11	<u>Source of Funds used in utensils purchasing</u>	
	a. SSA	72(91.14)
	b. Community Fund	7(8.86)
	c. Others	0
12	<u>Fuel used in cooking</u>	
	a. LPG	7(8.86)
	b. Kerosene Oil	0
	c. Fuel Wood	72(81.14)
	d. Other	0

Source: Field survey, SSA programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- There was a domination of backward castes among the cooks engaged in MDM Programme.
- The cooks were paid their salary regularly in only 75 percent schools at the average of Rs.665 per month.
- The facility of kitchen for cooking food was available in 92 percent schools while all the schools had access to drinking water facility.
- The food items were stored at the residence of Pradhans in most cases while the registers were well maintained in 95 schools. The SSA funds were largely used for purchasing utensils and the fuel wood was the means of cooking in over 81 percent schools.

5.4 Cleanliness and Inspection of MDM;

It revealed that the students were made aware for both washing hands before and after taking food and to take food in organized way in a large numbers of 95 percent schools while they were aware to keep the water for utensil cleaning and not doing discrimination in taking food on the basis of caste, gender and disability in 61 percent and 99 percent schools respectively. The inspection of MDM was done regularly in 67 percent schools mainly by school teachers which generally lasted daily. Also the students were aware to take food in organized way in 99 percent schools.

Findings and Suggestions

- A large numbers of students were aware of washing their hand before and after taking meals and take meal in organized way.
- Nearly in half the schools the students were also aware of keeping water for cleaning utensils and were practicing differences in eating food together on the basis of caste, gender etc.
- Inspection of MDM was generally regularly done daily mainly by school teachers.
- Involvement of VEC and parents in MDM should be maximized.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/ Schools
1	<u>Students made aware about</u>	
	a. Students must wash their hands before and after taken food	75(94.94)
	b. Take & eat food in organized way	78(98.73)
	c. Keep the water for utensil cleaning	48(60.76)
	d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	78(98.73)
2	No of schools in which MDM inspected regularly	53(67.09)
3	<u>Inspection authority</u>	
	a. Community/Parents	0
	b. VECs	2(3.77)
	c. School teachers	51(96.23)
4	<u>Duration/Frequency of Inspection</u>	
	a. Daily	53(100.00)
	b. Often	
	c. Sometime	

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.

5.5 Supply of Micro- Nutrients

A very poor performance of schools was revealed in the supply of micro nutrients to the children. This in the sense that the micro- nutrients were given to the students in 2.53 percent of sample primary schools by the ANM though its supply were made once in a month.

Table 5.5: Supply of Micro –Nutrients in Schools

Sl. No.	Particulars	Numbers/ Schools
1	No. of Schools in which micro nutrition supplement provided to the student	2(2.53)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	77(97.47)
3	<u>Micro-nutrition supplement providers:</u> a. ANM b. Others	2(100.000)
4	<u>Duration/Frequency of Micro-nutrition supplement as provided:</u> Once in a month Twice in a month	2(100.00)

Source: Field survey, SSA Programme, District AMBEDKAR NAGAR U.P

5.6 Participation of VECs And Parents in MDM Programme

Considering into account the analysis on the participation pattern of VECs and the parents in MDM programme as presented in table 5.6 and the based on the observation of study team during their visits in the sample schools it revealed that both the parents and VECs were hardly much interested in the properly implementation of the MDM Program. The facts were that the co- operation of VECs and Parents through their contribution in generating funds/ items was reported very bad in over 87 percent schools and their contribution in daily supervision of MDM program was however, reported satisfactory in 35 percent schools and it was reported bad in a majority of 44.30 percent schools.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1	Very Good	1(1.260)	0
2	Good	15(18.99)	1(1.27)
3	Satisfactory	28(35.44)	9(11.39)
4	Bad	35(44.30)	69(87.34)
	Total Schools	79(100.00)	79(100.00)

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The cooperation of VECs in generation of funds /items was generally very bad in cases of a large numbers of 87.34 percent sample schools.
- In fact the contribution of VECs and parents in undertaking the supervision of MDM was found satisfactory in 35 percent schools while it was rated bad in 44 percent schools.
- The involvement of VECs and Parents should be maximize in the implementation of MDM programme.

CHAPTER-VI

VECs GRANTS AND TLM

6.1 Gender wise Composition of VEC's Members

Based on the information provided by the sample schools it was indicated that there were 504 VEC's members together in 79 primary and 22 upper primary schools. In detail there was the formation of 79 VEC's for 79 primary schools with 4.95 members per school. Similarly there were 113 members representing to each of the 22 VEC's formed for upper primary schools. In terms of the representation of different sex in VECs was concerned it indicated that the proportion of women among total members constituted to 33.73 percent, accounting for 36.28 percent in VECs formed for upper primary schools and 32.99 percent in VECs formed for primary schools (Table – 6.1)

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	129(32.99)	41(36.28)	170(33.73)
2	Male	262(67.01)	72(63.72)	334(66.27)
	Total	391(100.00)	113(100.00)	504(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

6.2 Social category wise Composition of VECs Members;

In terms of the social category wise representation of people in VECs as their members was concerned the analysis presented in table 6.2 shows that different casts and community people were provided a good representation in the formation of VEC's for both primary and upper primary schools. Among the total numbers of VEC's members the representation of OBC constituted highest at 45.44 percent followed by 32.94 percent schedule castes, 15.08 percent general castes and a lowest proportion of 12.77 percent for minority communities

Table 6.2: Social category wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	130(33.25)	36(31.86)	166(32.94)
2	Minority	27(6.91)	6(5.31)	33(6.55)
3	OBC	176(45.01)	53(46.90)	229(45.44)
4	General	58(14.83)	18(15.93)	76(15.08)
	Total	391(100.00)	113(100.00)	504(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The representation of different castes /communities and sex in the VEC's formed for both primary and upper primary schools was well according to their population.
- The VECs formed for both primary and upper primary schools were represented by one third of women members.
- Among the total members the proportion of B.C. was highest at 45percent and it was lowest at 7 percent for minority population.

6.3 VEC's Meetings

As per norms the VEC meeting should be called at least once in a month. However the fact was that during the last six months the VEC's meeting was organized in 85 percent primary schools and 92 percent upper primary schools. In all the frequencies of holding the meetings were recorded much higher than the prescribed norms. As the number of meetings per month as organized during last six months were 2.78 accounting for relatively higher at 3.00 in upper primary schools as compared to 2.72 in primary schools.

Table 6.3 (A): **Details about VEC Meeting**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>No. of School organized meeting:</u>			
	a. Yes	67(84.81)	20(90.91)	87(86.14)
	b. No.	12(15.19)	2(9.09)	14(13.86)
2	Total No. Of Meetings	182	60	242
	Average No. of Meeting only last 6 months	2.72	3.00	2.78

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P

6.4 Agenda of the Meetings:

There have been 248 agenda in the 242 meetings organized for VECs together of primary and upper primary schools in the last six months .Among them the main agendas were in relation to the recruitment of Shiksha Mitra, cultural programmes, cleaning and maintenance of school buildings and toilets, formation of committees for different purposes of schools, mid day meal, utilization of SSA funds under different heads etc.

Table 6.3(b)-**Agenda of VECs Meetings**

Sl. No.	Meeting Agenda	Primary Schools	Upper Primary Schools	Total
1	For New building	3(1.59)	4(6.67)	7(2.82)
2	Recruitment of Shiksha Mitra	40(21.28)	10(16.67)	50(20.16)
3	For improvement of presence	5(2.66)	3(5.00)	8(3.22)
4	Enrollment	9(4.79)	3(5.00)	12(4.84)
5	For Pots, Food and recruitment	1(0.53)	-	1(0.40)
6	Polio Drop	1(0.53)	2(3.33)	3(1.21)
7	Mid day meal	15(7.98)	5(8.33)	20(8.06)
8	Discussion	16(8.51)	7(11.67)	23(9.27)
9	All maintenance work	13(6.91)	11(18.33)	24(9.68)
10	For committee	2(1.06)	-	2(0.81)
11	Cleaning	20(10.64)	5(8.33)	25(10.08)
12	Scholarship	1(0.53)	-	1(0.40)
13	Free dress	4(2.13)	1(1.67)	5(2.02)
14	Utilization of Money	13(6.91)	2(3.33)	15(6.05)
15	Plantation	2(1.06)	-	2(0.81)
16	For Welcome of Secretary	-	-	-
17	Recruitment	10(5.32)	-	10(4.03)
18	Cultural Program	5(2.66)	3(5.00)	8(3.23)
19	Formation of Education Committee	15(7.98)	4(6.67)	19(7.66)
20	Construction of Extra Rooms	13(6.91)	-	13(5.24)
	Total	188(100.00)	60(100.00)	248(100.00)
	No. of Sample Schools	79(100.00)	22(100)	101(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar , U.P

Findings and Suggestions

- The VEC's meetings were regularly organized in a significant numbers of both primary and upper primary schools.
- Average number of meeting held in a month during last 6 months were 2.78 , 3 in upper and 2.72 in primary Schools.
- There was a list of 248 agenda matters of 242 VECs meetings held during last six months.
- Recruitment of Shiksha mitra, cultural program, utilization of funds, children enrollments, formation of VECs etc. have been the main agenda matters of VECs meetings.
- The participation in VECs meeting was very poor for SC members than the members of other castes.
- Also the participation of women members was only 35 percent, though it was relatively better in the VECs of primary schools than the VECs of upper primary schools.
- The VECs training was organized in only 6.33 percent primary schools during this financial year which was rated good in 60 percent schools.

6.5 Participation in Meetings

The participation of women in attending the VEC's meetings was reported very low at 35 percent, though their participation was marginally better in VEC's formed in primary schools as

compared to VEC's formed in upper primary schools. Even the participation of male members among scheduled castes was reported very less as compared to males of other castes, 24 percent for former as against 76 percent for latter groups (Table-6.4).

Table 6.4: **Sex and Caste-wise VEC Members Attending the Meeting**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	342 (34.83)	110 (34.06)	452 (34.64)
2.	Male	640 (65.17)	213 (65.94)	853 (65.36)
3	<u>Caste distribution among Male:</u>			
	a. SC	159 (24.84)	45 (21.13)	204 (23.92)
	b. Other	481 (75.16)	168 (78.87)	649 (76.08)
	Total Member (Male + Female)	982 (100.00)	323 (100.00)	1305 (100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

6.6 **VEC's Training**

It was reported by the BSA Office that the training of VEC members of upper primary schools was not organized during the current financial year because the grant in this regard has not received so far. However only 6.33 percent primary school teachers were given the training so far. In a significant proportion of 60 percent schools the training was rated as good.

Table 6.5: **Details about VEC Training**

Sl. No.	Gender	Primary School	Upper Primary Schools
1	No. of Schools organized training of VEC members	5 (6.33)	Nil
2	No. of trained members Average per schools	19 3.8	Nil
3	<u>Reaction of trained members in school regarding training:</u>		NA
	a. Best	1(20.00)	
	b. Good	3(60.00)	NA
	c. Satisfactory	1(20.00)	NA
	d. Bad		NA
	Total Schools organized training	5(6.33)	Nil

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

6.7 **Role of VEC's in Improving the School Conditions**

The contribution of VEC's in improving the condition of both primary and upper primary schools was found quite satisfactory. That is in the sense that the participation of VEC's was

reported bad by only 15 per cent primary and 2 per cent upper primary schools. At the same time their contribution was found highest in checking the present of both teachers and students in percent primary and increasing enrollment of children, improving the school environment, present of teachers and students in upper primary schools. The details are given in Table- 6.6.

Table 6.6: **Role of VEC for improving the conditions of Schools**

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
	<u>Primary School:</u>					
	a. Best	nil	3(3.78)	2(2.53)	1(1.27)	6(1.90)
	b. Good	28(35.44)	20(25.32)	20(25.32)	14(17.72)	82(25.95)
	c. Satisfied	45(56.96)	42(53.16)	46(58.23)	47(59.49)	180(56.96)
	d. Bad	6(7.59)	14(17.72)	11(13.92)	17(21.52)	48(15.19)
	Total	79(100.00)	79(100.00)	79(100.00)	79(100.00)	316(100.00)
	<u>Upper Primary</u>					
	Best					
	Good	5(22.73)	4(18.18)	4(18.18)	6(27.27)	19(21.60)
	Satisfactory	17(77.27)	18(81.81)	17(77.27)	15(68.18)	67(76.14)
	Bad			1(4.55)	1(4.55)	2(2.27)
	Total	22(100.00)	22(100.00)	22(100.00)	22(100.00)	88(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P

6.8 **Grants Received and Its Utilisation in Primary Schools**

During the visits of research team the pass books of all sample schools were examined. The details of grant received for different heads and its utilization pattern is presented in Table 6.7. It was found that a total of Rs.28.89 lakh was provided as grant to the sample primary schools for different purposes. On an average the amount of grant per school was highest for the construction of additional room (Rs.75256) and lowest for rams construction (Rs.138). The school maintenance and honorarium to Para teachers were the other major heads of receipts. However there was the utilization of only 71 percent of the grant received by the schools till October 2007. Excepting the case of the construction of school building and the rams construction the grants received for remaining heads was largely not utilized. Details are presented in Table-6.7.

Table 6.7: **Head wise Grants for Primary Schools (2007-08)**

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid Average per school	375000 (4746.84)	355000 (4493.67)
2.	School development Average per School	112000 (1417.72)	45000 (569.62)
3.	Honorarium for Para teacher (Shiksha Mitra) Average per School	1271200 (16091.13)	1030200 (13040.50)
4.	Construction of Building Average per School	280000 (3544.30)	280000 (3544.30)
5.	Construction of Rooms Average per School	5945220 (75255.95)	3017220 (38192.66)
6.	Construction of Toilet Average per School	30000 (379.75)	25000 (316.46)
7.	Construction of Boundary Average per School	14500 (183.54)	12600 (159.49)
8.	TLM Average per School	173460 (2195.70)	43060 (545.06)
9.	Ramps Construction Average per School	10925 (138.29)	10925 (138.30)
10.	Honorarium for Acharya Average per School	12000 (151.90)	nil
11.	Others Average per School	2038866 (25808.43)	1441401 (18245.58)
TOTAL		10263171 (129913.65)	6260406 (79245.65)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

6.9 **Grants Received and Its Utilisation in Upper Primary schools**

A total grant of Rs.22.97 lakh was provided to the sample upper primary schools for the current financial year. Average amount of grant per school was noted at Rs.104 thousand. However a very poor performance was revealed in the utilizations of grant by the schools as the proportion of received grant so far utilized by sample schools was only 60.30 percent of till October 2007. The share of grants per school for NPEGL and construction of additional classrooms was noted highest and it was lowest for school development in the total grant of different heads. However school maintenance and construction of toilets were the other major heads of grants. There had been the full utilization of grants in the heads like construction of boundary walls, ramps construction and construction of toilets in the schools.

Findings and Suggestions

- There was a large gap between the amount of grant received per school and its utilization in different heads, especially in primary schools.
- Construction of additional class rooms and ramps construction were the two major heads of grants received by the primary schools while share of grant was highest for NPEGL followed by construction of additional classrooms for upper primary schools.
- The utilization of grants was reported only 71 percent in primary schools and 60 percent in upper primary schools Though it was reported fully utilized in the heads of ramps construction and construction of building in case of primary schools and construction of boundary walls. Ramps and toilets in upper primary schools.
- The schools should ensure the timely utilisation of grants they receive for different heads.

Table 6.8: Head wise Grants for Upper Primary Schools (2007-08)

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid Average per school	113000 (5136.36)	108000 (4909.09)
2	School development Average per School	18000 (818.18)	12000 (545.45)
3	Construction of Building	Nil	Nil
4	Construction of Rooms Average per School	155000 (7045.45)	140000 (6363.64)
5	Construction of Toilet Average per School	60000 (2727.27)	60000 (2727.27)
6	Construction of Boundary	38000 (1727.27)	38000 (1727.27)
7	TLM Average per School	37500 (1704.55)	9500 (431.82)
8	Ramps Construction Average per School	40200 (1827.27)	40200 (1827.27)
9	NPEGL Average per School	1355000 (61590.91)	580000 (26363.64)
10	Harmonium for Acharya Average per School	19250 (875.00)	0
11	Others Average per School	461198 (20963.55)	397448 (18.65.82)
TOTAL		2297148 (104415.82)	1385148 (62961.27)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

6.10 Availability of Construction Related Records With VEC's

The construction work related manual were well available with the Village Education Committees of 47 percent primary and 59 percent upper primary schools. A significant numbers of 44 percent primary school VEC's and 50 percent upper primary school VEC's had no accounts for school related construction work while 56 percent primary and 50 percent upper primary school

VEC's had accounts of school related construction work/items. Surprisingly only 51 percent primary and 41 percent upper primary VEC's had been keeping proper records of funds. Details are given in Table—6.9.

Table 6.9: **Availability of Construction related records with VEC**

Sl. No.	Particulars	Primary School	Upper Primary Schools
1	Construction work manual with village education committee	37(46.84)	13(59.09)
2	Construction related manual not with VECs	42(53.16)	9(40.91)
3	No. of VEC with proper up keep of Fund's records	40(50.63)	9(40.91)
4	No. of VEC without proper up keep of funds update	39(49.37)	13(59.09)
5	No. of VEC having accounts of school related construction work/items	44(55.67)	11(50.00)
6	No. of VECs not having accounts for school related construction work/items	35(44.30)	11(50.00)
	No. of total schools	79(100.00)	22(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and SUGGESTIONS

- A high majority of 53 percent primary school's VECs as against 41 percent upper primary schools VECs did not have construction work manual.
- Even a very high proportion of 49 percent VEC's of primary schools and 59 percent VECs of upper primary schools were not keeping the records of funds update.
- Over half of the VEC's of both the categories of schools did not have accounts for school related construction work /items.
- The SSA Office should take initiatives to check the maintenance of various account records of VEC's frequently.

6.11 Teaching Learning Materials (TLM)

As far as the teaching learning material was concerned it revealed that a little over one half of the teachers consisting 53.13 percent primary and 46.30 percent upper primary teachers received the TLM grant during the present financial year. Average number of such teachers per school accounted for 2.51. it averages to 2.58 teachers for primary and 2.27 teachers for upper primary schools. However only 6 percent teachers of primary schools was given the training for using TLM grant. The TLM was found displayed in the classrooms of only 25 percent primary and 23percent upper primary schools while the TLM grant was used by 27 percent primary students and 23 percent upper primary students.

Table 6.10: **Details about Teaching Learning Material**

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	No. of Teachers/Shiksha Mitra received TLM amount	204(53.13)	50(46.30)	254(51.63)
	Average per school	2.58	2.27	2.51
2	Training of teachers regarding use of TLM	5(6.34)	0	5(4.95)
3	Display of TLM in class rooms	20(25.32)	5(22.73)	25(24.75)
4	Use of TLM by student	21(26.58)	5(22.73)	26(25.74)
	No. of Total school	79(100.00)	22(100.00)	101(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- Over one half the teachers received TLM amount and their number per school averages to 2.25, 2.58 teachers for primary and 2.27 teachers for upper primary schools.
- Only 6.34 percent primary teachers were provided training for using the TLM.
- Display of TLM was seen in 25 percent primary and 23 percent upper primary schools.
- The TLM was used by 26 percent children consisting of 27 percent primary and 23 percent upper primary school children.
- The grant of TLM should be made available timely and the display of TLM in each classrooms may be made mandatory.

6.12 Use of TLM by Teachers

It was further pointed out in presenting data in Table 6.11 that teachers in a very large proportion of over 54 percent schools, consisting 58 percent primary schools and 41 percent primary schools were never used TLM in the past. However the teachers in a second majority of 32 percent primary and 50 percent upper primary schools were using TLM often while only in remaining 10 percent schools of each primary and upper primary schools the teacher were reported to have been using TLM always.

Table 6.11: **Use of TLM by Teachers**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	8(10.13)	2(9.09)	10(9.90)
2	Often	25(31.65)	11(50.00)	36(35.64)
3	Never	46(58.22)	9(40.91)	55(54.46)
	Total	79(100.00)	22(100.00)	101(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The teacher in 42 percent primary and 46 percent upper primary schools have been using TLM either always or often.
- However in over 54 percent schools, comprising 58 percent in primary schools and 41 percent upper primary schools have never used TLM.
- Timely sanction of TLM and initiating the training for using the TLM would be necessary to achieve the successful implementation and outcome of TLM programme.

CHAPTER VII

CIVIL – WORK

7.1 Construction of School Building

There was a very unsatisfactory situation emerging in the matter related to the construction of school buildings in the district. It was largely due to the over interferences of the members of different political parties over the sites as identified for the construction of new school buildings. Even after a release of significant amount of grant the construction work of new school building was not found undergoing in any sample primary and upper primary schools in the district.

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School Buildings under Construction			
2	<u>Progress of Construction (No. 7):</u>			
	a. Foundation Level	Nil	Nil	Nil
	b. Up from Doors Level	Nil	Nil	Nil
	c. Completing Roof	Nil	Nil	Nil
	Final Finishing			
	Total no. of Sample Schools	79 (100.00)	22 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

However the construction work of additional rooms in 33 percent primary and 14 percent upper schools was found undergoing during the survey work. Among them the construction of one additional class room had been in progress in 38 percent primary schools and in all the 4 upper primary schools. Also similar was the reports in favor of the construction of two additional room in a large proportion of 62 percent primary schools. Excepting the case of 15 percent primary school and 25 percent upper primary schools the construction of additional rooms in remaining schools was either near completion or the roofing was only left. The head master have been mainly given the responsibility of supervising the construction work in most of the schools; 69 percent primary and for all the upper primary schools. The details are given in Table 7.2.

Table 7.2: **Construction of Extra Rooms**

Sl. No.	Particulars	Primary Schools	Upper Primary School
1.	No. of Schools under extra room construction	26(32.91)	4(14.18)
2.	No. of schools one room constructed	10(38.46)	4(100.00)
3.	No. of schools more than two room constructed	16(61.54)	NIL
4.	<u>Progress of Extra rooms construction</u>		
	a. Foundation level	4(15.38)	1(25.00)
	b. Up from doors level	5(19.23)	NIL
	c. Completing roof	6(23.08)	NIL
	d. Others	11(42.31)	3(75.00)
5.	<u>In charge of construction work</u>		
	a. Head Master	18(69.23)	4(100.00)
	b. Teacher	7(26.92)	NIL
	c. ABRC	1(3.85)	NIL

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The construction of additional rooms was undergoing in 33 percent primary and 14 percent upper primary schools while all the upper primary schools as against 38 percent primary schools were with one additional classrooms.
- Head Masters of concerned schools were mainly made in charge of construction work.
- The construction of additional rooms in case of both primary and upper primary schools was either in the stage of near completion or the roofing was only left

7.2 Construction of Toilets and Installation of Hand Pumps;

There was the provision of the installation of hand pumps for providing drinking water facility to the children in only in 1.27 percent primary schools only through the funds provided by different programme of the Govt. Also there was a proposal to install hand pumps and the construction of toilets in only 4.54per cent and 9.09 percent upper primary schools respectively. Out of the sanctioned construction of two toilets for upper primary schools the construction of one each was under TSS and other Government programme. There was not any proposal to construct additional toilets for both primary and upper primary schools.

Table 7.3: **Installation of Hand Pumps and Construction of Toilets**

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	1(1.27)	-	1(0.99)
	<u>Schemes of Hand Pumps Installation:</u>			
2	a. Swajaldhara	-	-	-
	b. SSA	-	-	-
	c. Others	1(100.00)	-	1(0.99)
3	No. of Schools with Proposed Hand Pumps	Nil	1(4.54)	1(0.99)
4	No. of Schools with under Construction of Toilets	Nil	2(9.09)	2(1.98)
	<u>Schemes for Toilets:</u>			
	a. TSS	Nil	1(50.00)	1(0.99)
	b. SSA	Nil	1(50.00)	1(0.99)
	c. Others	Nil		Nil
6	Proposed no. of Toilets in Schools	Nil	Nil	Nil

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

Findings and Suggestions

- The hand pump was installed in only one primary schools through some Government schemes. In fact there was no provision left to install hand pumps in any school. There was a provision to install hand pump in one upper primary school.
- The toilets were under construction in 9.09 percent upper primary schools. Among them one each were funded under TSS scheme and other Government programme.
- Efforts should made to cover all the schools under drinking water facility through fund created from TSS.
- The provision of providing toilet facility is necessary for all schools.

7.3 Technical Supervision of Construction Work

The Junior Engineers were found engaged in the supervision of civil work in the construction of all the 26 primary and 8 upper primary schools where the construction was in progress. It was further revealed that the JE's supervision of construction work was either at block or Tehsil level as it was 97percent at block level as against 3 percent of at Tehsil level.

Table 7.4: Status of Technical Supervisions

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of Schools in which JEs Supervising the Civil Work	26 (100.00)	8 (100.00)	34 (100.00)
2	<u>Schools Supervised by Different Level JEs:</u>			
	a. Block Level	25(96.15)	8(100.00)	33(97.06)
	b. Tehsil Level	1(3.85)	0	1(2.94)
	c. District Level	0	0	0
	Total No. of Schools	79 (100.00)	22 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Ambedkar Nagar U P

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	26 (100.00)	8 (100.00)	34 (100.00)
2.	<u>No of times inspections was done before survey</u>			
	a. One time	10(38.46)	4(50.00)	14(41.18)
	b. Two time	11(42.31)	3(37.5)	14(41.18)
	c. Three and more time	5(19.23)	1(12.5)	6(17.65)
3.	<u>Level of Inspection</u>			
	a. At the Foundation level	11(42.31)	3(37.5)	14(41.18)
	b. Up to doors level	5(19.23)	1(12.5)	6(17.65)
	c. Linter level	8(30.77)	1(12.5)	9(26.47)
	d. Other (in between construction)	2(7.69)	3(37.5)	5(14.71)

4.	Views of investigators regarding construction work			
	a. Good	4(15.38)	0	4(11.76)
	b. Satisfactory	16(61.54)	7(87.5)	23(67.65)
	c. Unsatisfactory	6(23.08)	1(12.5)	7(20.59)
5.	Comments of investigator in condition of unsatisfactory construction work			
	a. Low quality of building material	3(50.00)	1(100.00)	4(57.14)
	b. Slow construction work	2(33.33)	0	2(28.57)
	c. Lack of appropriate use of material	1(16.67)	0	1(14.29)

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.

7.4 Inspection and Views about Construction Work

It was indicated that the inspection regarding the progress of construction work on spot was undertaken by the technical employees in all the 26 primary and 8 primary schools. However in case of primary schools the inspection in a highest proportion of 48 percent schools took place two times while in a large proportion of 50 percent upper primary schools it was carried out only one time. In terms of the level of undertaking inspection it was reported that the inspection of construction work was carried out mainly at the foundation level and in between the period of construction taking place. During the survey work the investigators found that the construction work in a highest majority of 77 percent primary and 88 percent upper primary schools was either good or satisfactory. The use of low quality material in construction was observed behind the unsatisfactory construction work of 4 schools.

Findings and Suggestions

- The JEs were engaged in supervision of construction work in all the schools.
- The inspection of construction work on spot was carried out for all the schools by the technical employee.
- The supervision of construction of both primary and upper primary schools was done largely at block level and at some extent at Tehsil level.
- Inspection on construction was done mainly at the foundation level and during the ongoing construction work.
- The quality of construction work was found either quite satisfactory or good in cases of construction of 77 percent primary and 87 percent upper primary schools.
- A low quality of building material used in the construction was observed behind the unsatisfactory construction work of 3 primary and 1 upper primary schools.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV)

As per the records of BSA office a total of 3 KGBVs were sanctioned in the district for the year 2007-08. However there were only two KGBV operating at the premises of DIET in the district. The sites for construction of building for two KGBV's have been identified but the construction work has not been started yet because the building contractors were not readily available for the construction of Vidyalaya Bhavan on the sanctioned amount of Rs 20 lakh per Vidyalaya for the building construction by the State Government. Also the land for the construction of another one KGBV has not been identified so far. The present study had obtained required information from only one presently functioning KGBV .

The details of teaching and non teaching staff as presented in Table 8.1 indicates that there were the sanctioned position of 4 teachers and 5 non-teaching staff for a single functioning KGBV. All the sanctioned positions of 1 warden, and one full time and one part time teachers were filled. However excepting the position of cook all the remaining 4 positions of non- teaching staff were vacant till October 2007.

Table-8.1: Teachers and Other Staff in KGBV

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	1	1
2	Teachers	Full Time	1
		Part Time	2
3	Accountant	1	Nil
4	Assistant Accountant	1	Nil
5	Peon	1	Nil
6	Chaukidar	1	Nil
7	Cook	1	1
8	Others	Nil	Nil

Source Field Survey, SSA Programme, District Ambedkar Nagar, U.P.

8.2 Social Category of Students

In all, there were the enrollments of 75 students in the sample KGBV. Out of these enrolled students a highest proportion of 68.75 percent children were enrolled from schedule castes

followed by 18.75 percent from households with below poverty line among general category, 10 percent other backward communities while a lowest proportion of 2.50 percent from minority communities.

Table- 8.2: **Social Category of Students in KGBV**

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	55(68.75)
2	Schedule Tribe	Nil
3	Other Backward Caste	8(10.00)
4	Minorities	2(2.50)
5	Others General (Bellow Poverty Line)	15(18.75)
	Total	80(100.00)

Source Field Survey, SSA Programme, District-Ambedkar Nagar, U.P.

Findings and Suggestions

- There was a sanction of 3 KGBVs while only 2 of them were functioning at the DIET.
- The site for construction of two KGBVs buildings have been identified but the construction work has not been initiated yet due to the reasons that the building construction contractors were not agreeing for construction on the amount of Rs.20 lakh as sanctioned per Vidyalaya.
- All the sanctioned positions of teachers were filled but the positions of 4 office staff were vacant.
- Among the 80 enrolled children in KGBV the proportion of schedule caste children was highest at 69 percent.
- Looking into the lower level of enrolments existing among girls as compared to boys there is a need to open all KGBV's as soon possible.
- The location for construction of building for another one KGBV should be identified soon.
- The enrolments of girls in presently functioning KGBV were very low .The enrollment should be maximized.
- The vacant positions of sanctioned non-teaching staff should be filled.

8.3 Status and Staff of NRBC

There were a total of 3 NRBC operating in only Akbarpur Tehsil of the district. Out of which we selected one NRBC for obtaining the detailed information. The sample NRBC was brought out in function during 2003. It was presently functioning in a temporarily hired building. There was only One untrained teacher appointed with a monthly salary of Rs.2000. In fact the teacher had been not paid his salary regularly. There were 22 children enrolled in the NRBC and all of them were present in the center on the day of the visit of our research team. Among them the proportion of students from backward castes was highest at 82 percent and remaining 14 percent and 4 percent students belonged to schedule castes and general castes respectively.

Table-8.3 **Status and staff of NRBC**

Sl. No.	Particular	NRBC
1	Total Number	3
2	No. of sample centers	1
3	Permanent place Temporary place	na 1
4	Establishment Year-2003	1
5	No. of teacher	1
6	Payment of teacher (Rs. 2000/month)	1
7	Trained	Nil
8	Regular Payment	Nil
9	Irregular Payment	1

Source Field Survey, SSA programme, District Ambedkar, U.P.

Table-8.4: **Social Category of Students in NRBC**

Sl. No.	Social Category	Number of Students Enrolled (September-2007)	Number of Students Enrolled on the Day of Team Visit
1	Schedule Caste	3(13.64)	3(13.64)
2	Schedule Tribe	Nil	Nil
3	OBC	18(81.82)	18(81.82)
4	Minorities	Nil	Nil
5	Other	1(4.54)	1(4.54)
6	Total	22(100.00)	22(100.00)

Source: Field Survey, SSA Programme, District Ambedkar Nagar, U.P

8.4 **National Programme for Education of Girls at Elementary Level(NPEGEL)**

As per information obtained from the BSA office there were 86 NPEGEL educational centers operating almost evenly in all the 9 Development Blocks of the district. Out of which we selected 5 NPEGEL centers located in four sample blocks for the purpose of present study. Enquiring among the 5 sample NPEGEL centers It was revealed that only 3 sample model clusters had received the grant from the BSA Office for their functioning during the current financial year of 2007-08.

The total amount disbursed as grant to the NPEGEL centers was Rs.668224. The amount of grant received per model cluster school was estimated to Rs.133645. The total size of girl children enrolled in 5 NPEGEL centers were 595. Thus the enrollment of children per model cluster school accounted for 115 in numbers. The TLM for library, games and skill training was provided to any schools but the free text books were provided to the students of all centers. In terms of the facility of electricity, it was lacking in all the sample centers. The construction work of extra room was in progress in 3 model cluster schools while none of the sample schools was provided the facility of toilet and drinking water.

Findings and Suggestions

- There were 3 NRBC and 86 NPEGEL centers in the district . Out of which the present study covered 1 NRBC and 5 NPEGEL centers in the survey.
- The NRBC was operating in rented house with appointing a untrained teacher on temporary basis.
- Of the 20 children enrolled in one sample NRBC was dominated by backward castes children.
- Out of 5 NPEGEL centers in the present study, only 3 of them received grant from the Govt.
- The amount of grant provided per school was Rs.1.34 lakh.
- The facility of drinking water and toilet was not available in surveyed schools.
- All students were provided free text books.
- A total of 595 children were enrolled in 5 surveyed NPEGEL centers. The enrolment of children per school was 119 in numbers.
- The TLM was not received by any model cluster schools so far.
- The facility of drinking water and toilet should be made available in each schools.
- The provision of providing TLM grant to these centers should be ensured.

Table 8.5: Details of Sample NPEGEL Centres

Sl. No.	Particulars	Amount (Rs.) No.
1.	No. of Model cluster school Surveyed	5
2.	No. of Model cluster schools received amount in financial year (2007-08)	3
3.	Total Amount received Amount Average per school	668224 133645
4.	No of model cluster school under civil work	
	a. Extra Room	3
	b. Drinking Water	0
	c. Toilet	0
5.	No of school with electrified	Nil
6.	No. of school with ECCE	Nil
7.	No of School teacher trained with sanitation	Nil
8.	No. of school required amount for TLM, Library, Game, skill training	Nil
9.	Total no. of Girls enrolled Average per school	595 119
10.	No of school provided free text book to enrolled girls	5

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.

8.5 Education Guarantee Scheme (EGS), AIE and Madarsas;

There were 11 operating Madarsas, 16 EGS and 17 AIE centers in different tehsils and urban areas of the district. For the purpose of present study we covered 2 Madarsas one each from Tehsil Akbarpur and 1 Madarsa from Jalalpur. In addition the survey of 2 EGS and 2 AIE centers were also carried out for the present study. All the Madarsas, EGS and AIE centers were operating in the temporarily hired houses. Out of 2 sample Madarsas, one each of them was reported established during the year 1988 and 2002. Among the EGS and AIE centers one each of them were established during 2000 and 2001. There were 1 untrained Acharya appointed in each of Madarsa, EGS and AIE centers with a monthly salary of Rs.2000. The Acharyas were regularly paid their salaries.

Findings and Suggestions

- The Madrasas, EGS and a AIE centers were evenly established among the different tehsils. The present study covered 2 Madarasas, 2 AIE and 2 EGS for obtaining detail information.
- All of them are located on the temporarily hired building with appointing one untrained Acharya in each center on a monthly salary of Rs.2000.

Table 8.6 EGS/AIE& Madarsa Centers

Sl. No.	Particulars	EGS	AIE	Madarsa	Total
1.	Total No	16	17	11	44
2.	No of sample Centres	2	2	2	6
3.	a. Permanent Place b. Temporary Place	Nil 2	Nil 2	Nil 2	Nil 6
4.	Establishment Year a 1988 b 2000 c 2001 d 2002	- 1 1 -	- 1 1 -	1 - - 1	1 2 2 1
5.	No of Acharya Trained	Nil	Nil	Nil	Nil
6.	Payment to Acharya (Rs.2000/month)	2	2	2	6
7.	Regular Payment	-	-	-	-
8.	Irregular payment	2	2	2	6

Source: Field survey, SSA programme, District Ambedkar Nagar,

8.6 Academic Input of BRC/NPRC Coordinators:

Based on the information provided by the BSA office it was indicated that the BRC coordinator visited 90 times in primary and 23 times in upper primary schools for providing academic input. Average number of visits per month were a little over one times in both primary and upper primary schools. Similarly the total number of visits made by NPRC coordinators were 306 times in primary schools and 62 times in upper primary schools. Thus the average number of visits per month of NPRC Coordinator in primary and upper primary schools were nearly 4 times and 3 times respectively. Details are presented in Table-8.5.

Table 8.7: Details of Academic Input Provided by Coordinators

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Visits of BRC Coordinator for Academic Input No. of Times (Average) per Month	90(87.78) 1.14	23(95.65) 1.05	113(89.38) 1.12
2	Visits of NPRC Coordinator for Academic Input No. of Times (Average) per Month	306(25.82) 3.87	62(35.48) 2.82	368(27.45) 3.64
	Total Schools	79 (100.00)	22(100.00)	101(100.00)

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.

8.7 Views of Investigators About the General Condition in Schools:

As far as the assessment of the research team visited in different sample schools were that there were the arrangements of security in a very large number of 97 percent primary schools and 95 percent upper primary schools. But it was at satisfactory level in a larger proportion of both the categories schools. Though it was very good or good in 32 percent in each primary and upper primary schools. The condition of hygiene was revealed bad only in 3 percent primary schools. In regard to the prevailing condition of cleanliness among the students was concerned it was found quite satisfactory and good in 84 percent primary schools as against of 97 percent upper primary schools. The discipline among children was indicted unsatisfactory in only 8 percent primary schools as against 3 percent upper primary schools.

Findings and Suggestions

- There was a unsatisfactory arrangement of security in only a small proportion of 3 percent primary and 5 percent upper primary schools otherwise it was rather good or satisfactory in almost the schools.
- Even the emerging situation of hygiene, cleanness and discipline among students in a overwhelming majority of both primary and upper primary schools was not bad but still more attention is required to be devoted in favor of these concerns.

Table 8.8: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools	1	24	52	2	79
	a. Security	(1.27)	(30.34)	(65.82)	(2.53)	(100.00)
	b. Hygiene	2	25	50	2	79
		(2.53)	(31.65)	(63.29)	(2.53)	(100.00)
	c. Cleanliness	2	23	53	1	79
		(2.53)	(29.11)	(67.08)	(1.27)	(100.00)
	d. Discipline in students	1	16	55	7	79
		(1.27)	(20.25)	(69.62)	(8.86)	(100.00)
2.	Upper Primary Schools					
	a. Security	0	7	14	1	22
			(31.82)	(63.64)	(4.55)	(100.00)
	b. Hygiene	1	8	13		22
		(4.55)	(36.36)	(59.09)		(100.00)
	c. Cleanliness	1	9	12		22
		(4.55)	(40.91)	(54.55)		(100.00)
	d. Discipline in students	0	7	13	2	22
			(31.82)	(59.09)	(9.09)	(100.00)

Source: Field survey, SSA Programme, District Ambedkar Nagar, U.P.